

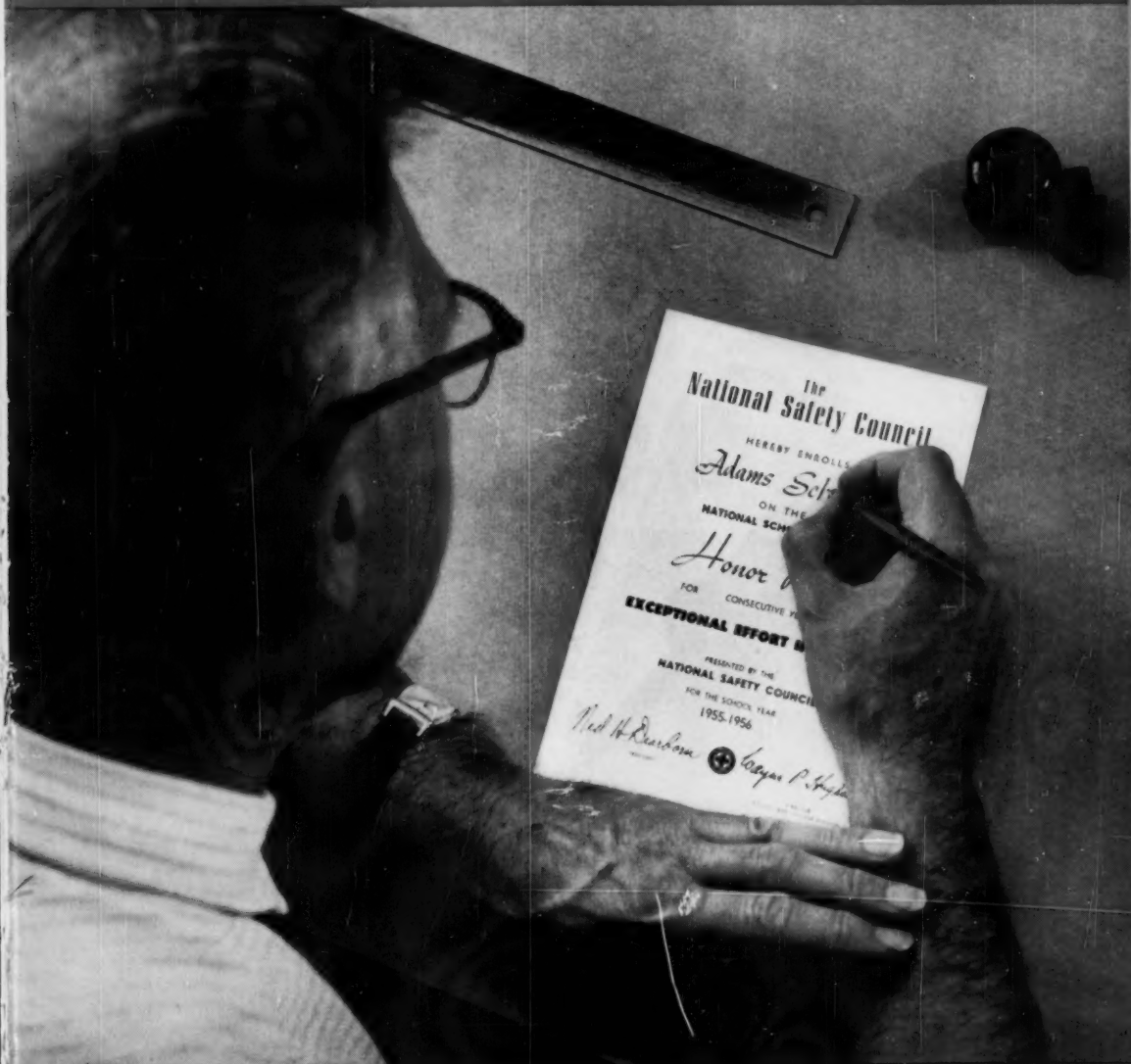
SAFETY

OCTOBER 1956

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



NATIONAL SCHOOL SAFETY HONOR ROLL ISSUE

SEE EDITOR'S NOTEBOOK

EDITOR'S NOTEBOOK . . .

"For consecutive years of exceptional effort in safety . . ."

These are the words imprinted on the National School Safety Honor Roll certificate NSC artist John Munroe is working on so assiduously on this month's cover. That certificate, containing those words, is being presented this month to 2,488 schools throughout the United States and Hawaii. Does the 2,488 seem a significant number to you? It does to us—significant because 2,488 means that exactly 1,127 more schools this past year met high requirements in safety education—met them not only for the purpose of getting an Honor Roll certificate, but because, more important, they were really interested in their pupils, interested in seeing them come back to school healthy and unharmed day after day and year after year, until the time they emerge into fruitful and happy adulthood.

"Exceptional effort in safety." What does this mean? It means a well-rounded safety program stressing not only traffic safety, or fire safety, but safety education in all areas . . . specific education on safety rules which protect one from immediate harm, of course, but, as important, a safety program which also seeks to build attitudes of responsibility to family and community, attitudes of courtesy, of brotherhood—attitudes that safety is not just a question of keeping one's personal life as free from injury as possible, but also of seeing that nobody else is hurt by one's actions.

This is the Honor Roll issue of SAFETY EDUCATION. Articles on schools with outstanding Honor Roll programs are interspersed throughout the book. "Pre-Driver Education," on page two, tells of a novel driver education program at Garrison Junior High in Baltimore; a high school safety program that has won Honor Roll mention for 12 consecutive years is described on pages 31, 32 and 33 by Principal John O. Fry; an article telling how you can work towards Honor Roll listing for your school, if you aren't on the list at the present time, plus the illustrious 2,488 schools which received certificates this year, is included on pages 19 through 30. Reading this material, we hope, will help you see what other schools are doing . . . what can be done in safety education.

But let's not forget the rest of the book. There's valuable material here on preventing falls through maintenance of your school, on blocked-exit fire drills, on school bus safety, on an outstanding college safety program.

From our hands, then, to your capable ones, we turn over this October issue—with the hope that you will find it informative, inspiring, and, most important, *useful* in your day-by-day safety education planning.

BEVERLY THOMPSON

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVI No. 2 Section One

Beverly Thompson, Editor
H. W. Champlin, Advertising Manager
R. O. Jones, Asst. Advertising Manager

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Cover: NSC artist John Munroe pens school names on Honor Roll certificates. Photo by Jim Lehman



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SAFETY EDUCATION CHICAGO, ILL. OCTOBER, 1956 Vol. 36, No. 2 Section 2

Watchy says:

**DRESS SAFELY
for MORE FUN!**





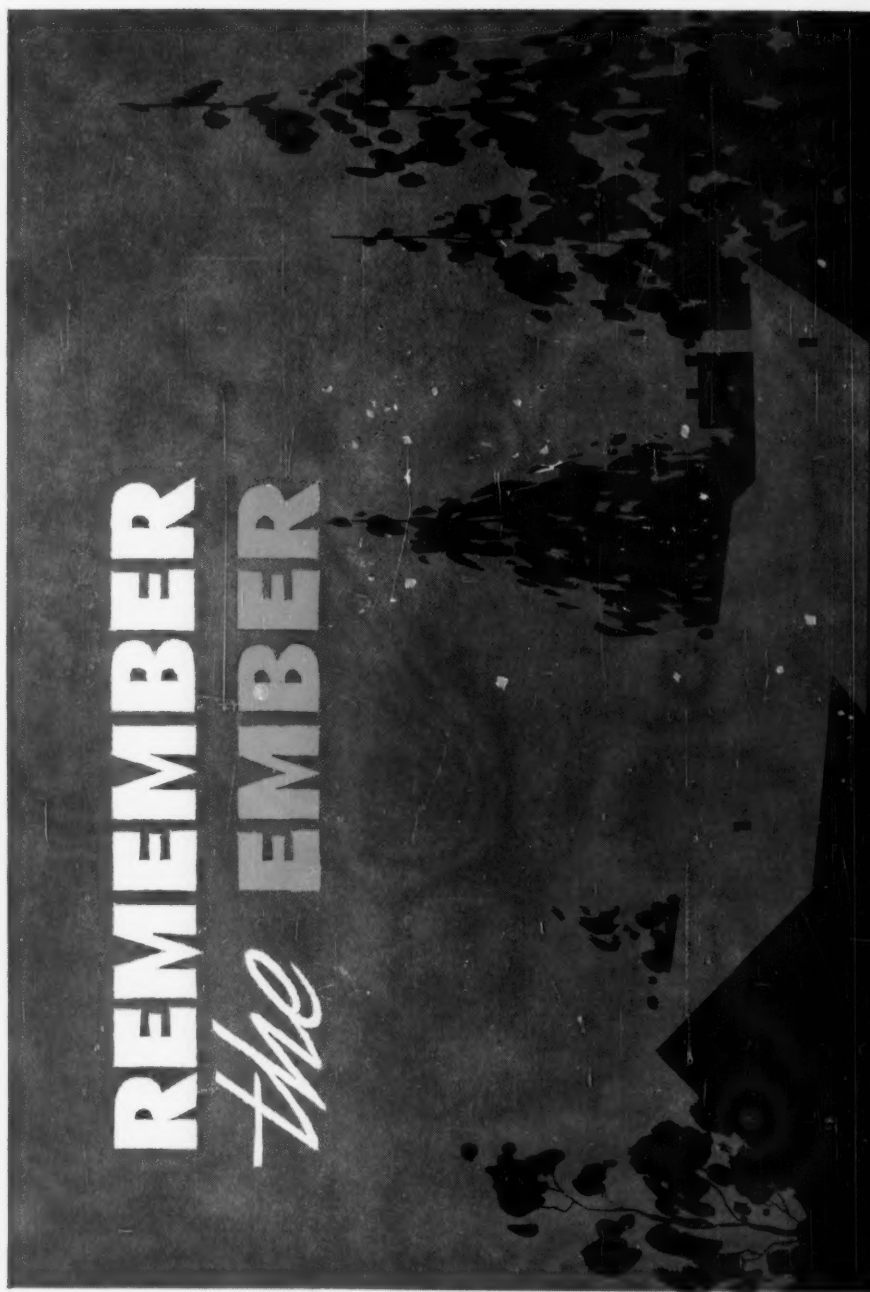
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REMEMBER
the **EMBER**





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A CHILD slips on the edge of a stair tread and falls down six steps, her ankle twisted and swelling . . . a high school girl falls on a slippery floor in the shower room, bumps her head and raises a painful bruise . . . an employee walking down icy school steps loses her footing and takes a nasty spill.

Falls are one of the prime causes of injuries and death in the United States today. Although at the present time there are no exact statistics on the number of falls that occur in the nation's schools every year, we can get a rough picture of what those statistics may be by looking at a few facts compiled by the National Safety Council.

Falls rank second, just behind traffic deaths, as a cause of accidental death in the United States. Falls also rank second, just behind handling objects, as a cause of disabling injuries among workers. More injuries and deaths occur in the home as a result of falls than from any

other cause. And falls account for more than half of the injuries to office workers.

You probably know from your own experience that falls have occupied an important place in your accident record. You may have had to pay compensation costs to an injured employee; you may have had the unpleasant experience of a liability suit; you may be interested merely in order to save painful injuries in your school. You have wondered, no doubt, what you can do to prevent falls.

You can do a lot. Safety education-wise, you can stress safety to children and professional personnel, reinforce this safety teaching with the establishment of safety rules that must not be broken. Physical plant-wise, you can see that your school, if new, is constructed with an eye to the prevention of falls as much as the prevention of other accidents, and, whether it is

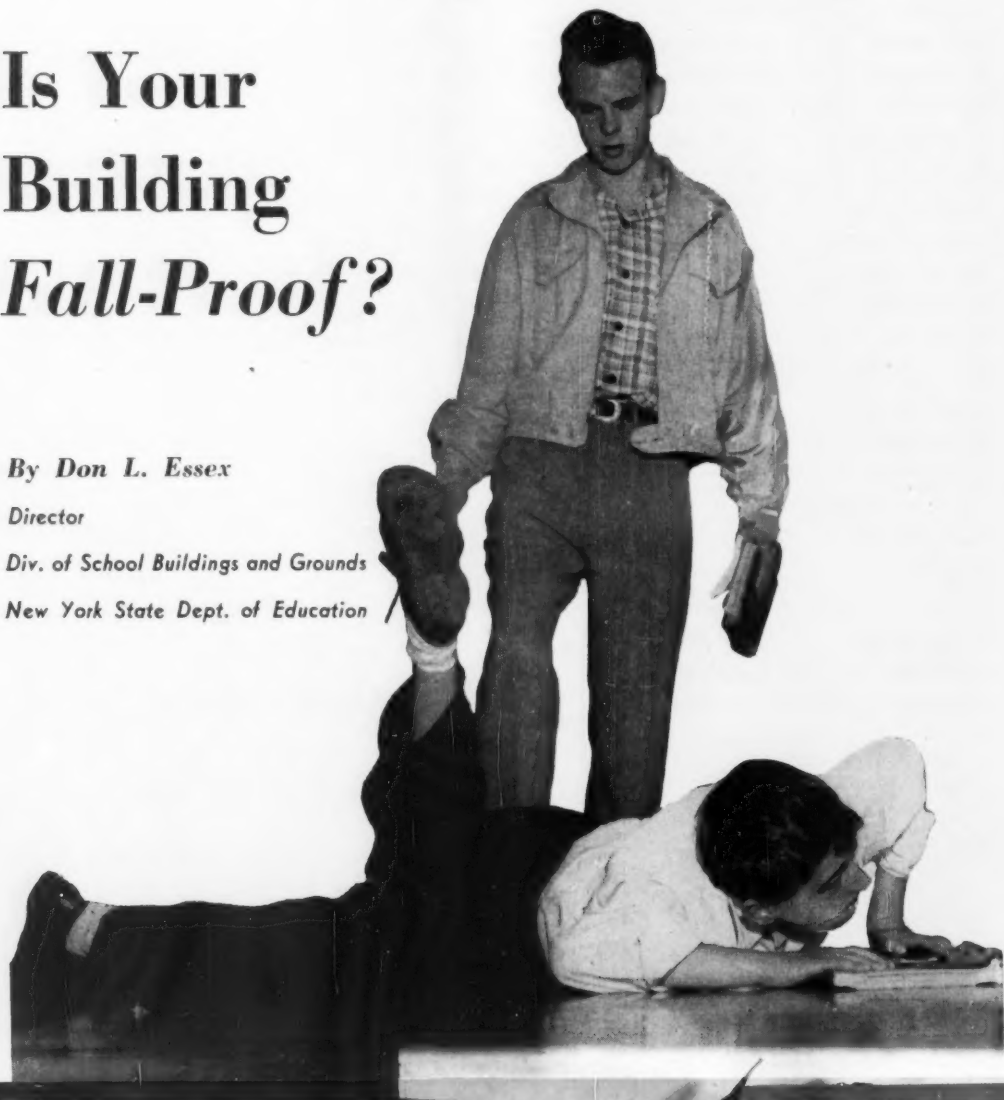
Is Your Building *Fall-Proof?*

By Don L. Essex

Director

Div. of School Buildings and Grounds

New York State Dept. of Education



new or old, is maintained always to prevent falls in its physical set-up.

In a later issue of *SAFETY EDUCATION*, the safety education phase of fall prevention will be explored. Right now, we shall concentrate on how a school's physical plant can be maintained and kept as fall-proof as possible.

Whether you are in an old school building, a recently built one, or are poring over the plans for a new school, you should be concerned with ways falls can be prevented, both through construction and upkeep.

One of the greatest advances towards safety from falls in school building planning is the trend toward one story buildings which has swept the country since World War II.

However, many conditions around a school building can cause falls, conditions which, except for stairways, are not particularly related to the type of structure, whether one story or multi-story.

Stairways. On stairways and platforms, prime location for serious falls, handrails should be continuous (turned in at the ends), they should be installed on both sides of the stairway and should be adjusted to the age bracket of the pupils in the school. In addition, wide stairways should have center handrails.

In order to prevent a long, disastrous fall, each stairway, from floor to floor, should be of two or more runs. Risers and treads should be in such proportion that the stairway is not steep. These dimensions ordinarily are governed by stated standards. Riser dimensions and treads should be uniform throughout the building.

Old type fire escapes are often the worst offenders because of this lack of proportion between risers and treads; risers are too high and treads too narrow. They should be replaced with fire escapes having risers and treads of proper proportion.

Incidentally, no new building or addition should be planned which permits use of fire escapes. All should have inside, enclosed stairways.

Another hazard of old fire escapes, and indeed some newer ones, is the amount of space between the flat bars in the platforms and treads. These should be placed close enough together so that heels of girls' shoes will not catch and cause the girls to trip and fall.

Fire escapes may also be a source of hazard in that, in extremely bad weather, snow and ice may collect on them and the treads may become slippery. Good planning would require that these steps be placed inside the building.

Stairs that wind are also dangerous and should not be permitted in school buildings.

Is your school maintained with measures to prevent falls? It should be; falls occur more frequently than any other non-motor vehicle accident, can cost money in liability and compensation costs . . . Here are a few ideas to help you prevent falls in your school . . .

Ramps. The use of ramps should be discouraged except to compensate for minor differences in levels. Long ramps encourage pupils to take huge strides and pick up speed going down them, increasing the danger of falling. Only in a school where design for physically handicapped children is essential are ramps desirable. A ramp should not exceed a slope of one inch in ten, should have a non-slip surface.

Aisles in auditoriums with sloping floors should have a non-slip surfacing, such as carpet, rubber or cork.

Non-Slip Treads. Stair treads have improved greatly over the past years. In new work and renovation projects, it is possible to eliminate slippery treads and stair nosings.

There are many types of non-slip materials available. Carborundum is a popular material incorporated in non-slip tile (quarry, mosaic, asphalt, etc.), non-slip strips (cast in terrazzo, metal, etc.), and non-slip metal nosings and treads. There are also a number of non-slip rubber treads and nosings available, some of which are particularly adaptable to renovation.

It is advisable to have all stairs used by students in one building of the same relative non-slip quality so that the users are not subjected to different degrees of non-slip treads which lead to tripping or slipping.

Lighting. Stairs and corridors should be well lighted to make sure that pupils do not stumble and fall. This is particularly true at the head of the stairs, where, because of the lack of light, a pupil may miss a step and have a serious fall. On the other hand, too much natural light, uncontrolled as it is in a great deal of our planning, may cause glare, result in stumbling or falling.

Locker and Shower Rooms. Locker and shower rooms offer many potential hazards in relation to falls. Some of these can be mitigated by careful planning in the layout of the facilities.

(Continued on page 32)

THERE is always an element of excitement and challenge in launching a pioneer venture, but the rewards and satisfaction of our pre-driver education program at Garrison Junior High School exceeded all our hopes.

It all began in order to qualify for a fourth consecutive listing on the National School Safety Honor Roll of the National Safety Council. Emma A. Schad, principal of Garrison, explained to me that a parent-participation project was required. It was through the search for a meaningful program that Garrison's pre-driver education plan was initiated.

I must credit my 13-year-old daughter with originally directing my attention to the need for educating young people of pre-driving age to their future responsibilities as drivers. I noticed her increasing interest in driving from her questions whenever we were riding together, and I was surprised at her ignorance of the fact that insurance rates were higher when young people are driving the family car.

In fact, I was brought up short by her first reaction to the higher insurance rate. It was, "They're *always* picking on the teen-agers!" A few cold facts changed her attitude, but I could see that she wanted information. I felt sure that other teen-agers would, also.

I suggested to Miss Schad at that first meeting that if there were some type of a pre-driver education program at Garrison, it might be just the thing for these boys and girls. We felt that the 12-14 year age group was relatively neglected in safety education. They were too old for the excellent program at the elementary level and too young for driver education at senior high level. Yet they were "dying to get their hands on the wheel," and interested in anything related to driving. Certainly this should be the time to establish safe attitudes and create responsibility.

When Miss Schad and I had gone that far and were beginning to think of a specific program, we decided to test our idea on the willing ears of Frank Bennett, specialist in safety education for the Baltimore schools. Mr. Bennett was delighted with the plan and promised his support and help in working out actual mechanics.

Then we contacted the chief magistrate of our traffic courts, Stanley Scherr, the man who is responsible for establishing the first teen-age traffic court in Maryland, wherein all youthful drivers, aged 16-21, must appear in person to stand trial for any traffic violation, except that of parking. Magistrate Scherr was pleased that a PTA was initiating such a program—and of-

At Baltimore's Garrison Junior High, they found an answer to 13- and 14-year olds' ignorance of driving responsibility, yet took advantage of their consuming desire to get behind the wheel, with . . .



PRE-

fered the facilities of his teen-age court.

Now it was time for several of us to get together. We met in the magistrate's office—Miss Schad, myself, the safety specialist, probation officer and chief magistrate—to plan the broad outline of the program.

The total course, we decided, would run for four consecutive Saturday mornings, beginning at nine o'clock. The first meeting would be attendance at a session of the teen-age court, a session which would end with a tour of other facilities of the court, the communications center, the crime laboratory, and so on. The other three sessions would be planned by a committee of the students themselves.

The first course would be held with 50 students. That group would be selected from the representative body of the school, the Student Council. This group was chosen because:

- ▶ the pilot group should be small, for better control and testing of the program.
- ▶ by offering the program first to the Student Council, we were offering them a prestige program which would enhance their status.

Faculty advisors to the Student Council, Miss Anna Trail and William Jeffres, were enthusiastic when the project was proposed to them.



A psycho-physical test is taken by a Garrison Student Council member during the Pre-Driver Education course.

Driver Education

By Mrs. Henry F. Gould
President
Garrison Junior High P.T.A.
Baltimore, Maryland

The meeting with the student planning committee was perhaps one of the most enlightening we had. Here the young people told us their needs and areas of interest. They tossed many ideas around; they moved the teen-age court visit back and forth from first to last session, discussed what they wanted to learn.

Final decision gave the nod to the teen-age court for the first session (just as the adults had planned)—because it would be a jumping off point for additional inquiry. The second session would be devoted to an insurance expert.

For their third meeting, they wanted psycho-physical driver tests using the equipment of the senior high school driver training program.

Any doubts we may have had about the students' interest in the program were dispelled that first Saturday morning when 50 youngsters, along with two faculty advisors, Miss Schad and two fathers, all but overflowed the sidewalk in front of the traffic court at 8:45 a.m. When they filed in and were seated inside, they were ready to watch a film on traffic safety

which is always shown before court begins. After an hour at court, the boys and girls were given a tour of the courthouse and an opportunity to talk with ballistics experts, chemists and crime specialists.

Second session of the course was held in the school auditorium. It began with a safety film, *And Then There Were Four*. The students were so impressed with the film that, at their suggestion, it was shown to the entire student body throughout the week during free periods.

The point of view of insurance companies regarding teen-age driving and accidents was given the youngsters by the assistant superintendent of an insurance company's automobile division, himself a parent of teen-agers. He jarred the students with some startling and pertinent statistics about insurance, accidents and youthful drivers, gave them the down-to-earth facts about why insurance rates are high when teen-agers drive.

At the third meeting of the class, Gardner Mellone, a high school driver education teacher, demonstrated psycho-physical tests including the dramatic "on-the-road" braking distance test.

The student panel was held the final week. The students had chosen five topics for further study: mechanical operation, regulations, safety devices, annoyances and responsibilities. Each topic was delegated a chairman and a committee to delve into it further; each chairman sat on the panel on the last day. They discussed what they had learned, what they would still like to know.

Responsibility, plus increased respect and understanding, had advanced this particular 50-student group to a new level of maturity. When they take over the wheel of a car sometime in the future, they will be less likely to get "carried away"—more likely to drive carefully and courteously with full realization of the power for life or death in their hands.

This last meeting was also "graduation day," and every student received a certificate from the P.-T.A. for completing the course.

We asked one boy what effect the course had had on him. He said, "Before I took this course, I thought all you did was turn the key and step on the gas. I've learned a lot since then. I'm glad I could take the course, and I think everyone should."

Many students will—it's due to become a permanent course at Garrison, with the hope, according to Frank Bennett, that other junior high schools in Baltimore will inaugurate similar courses in the near future.●

Come to the Congress October 22-26!

A MEETING schedule packed with interest for every area of safety education . . . a group of speakers drawn from all over the nation because of their accomplishments in safety education . . . an all-encompassing theme directed toward safety education for children in school, college and community—these are the offerings of the School and College sessions of the National Safety Congress, to be held in Chicago during the week of October 22 to 26.

Scheduled for the Morrison Hotel, the sessions will focus on safety education and its effects in an ever-expanding circle—from the individual learner as part of the classroom and the classroom as a part of school, to the school as a vital segment of the community, to the community in its relationships to state and nation.

Those who come to Chicago on the Sunday before sessions start may take advantage of a discussion of why a safety program is necessary, what constitutes an adequate safety program and how to go about setting up a system-wide safety program. The speakers will be two outstanding educators: Shelby M. Jackson, Louisiana state superintendent of schools, and Harold S. Vincent, superintendent of schools in Milwaukee, Wisconsin. The meeting is sponsored by the Safety Education Supervisors Section; all are invited.

Last month we told you of the first days of the Congress . . . of the Monday afternoon opening session featuring a panel discussion on how the individual classroom contributes to school safety . . . of the keynote talk by Dean Robert F. Topp, National College of Education, Evanston, Illinois, on personalizing safety education for the individual in order to make safety a long-lasting experience . . . of the two days of special interest groups and of the opportunities on Monday and Tuesday evenings.

On Wednesday afternoon, the second and final general session will feature a Back-the-Attack symposium presentation of the schools' contribution to a safer community, which will close with an address by Hubert Wheeler, Missouri state commissioner of education and chairman of the National Commission on Safety Education of the National Education Association.

College and university safety sessions will

Theme of the School and College

Sessions: "Achieving Safety Education

for Children and Youth in School,

College and Community." Make your

plans to be in Chicago, October 22-26!

take on a "new look" during the coming Congress, with more than double the number of meetings to be held than in any previous year.

"Recognition of Safety as a Profession—A Challenge to Colleges and Universities," will be the title of a talk given by H. W. Heinrich, famous industrial safety specialist who is now Chairman of the Uniform Boiler and Pressure Vessel Laws Society, Inc., of New York City. At the Tuesday morning session, Mr. Heinrich will throw out a challenge to colleges and universities to make safety education and engineering a degree program as a step toward recognition of safety as a profession by other professional societies.

N. J. Wardle, extension agricultural engineer, Iowa State College, will also speak on "Meeting Needs of Teachers in Safety Education," and H. H. Fawcett of General Electric's research laboratory in Schenectady, New York, will tell what he thinks should be included in programs preparing tomorrow's engineers and safety specialists.

Tuesday afternoon is a free choice afternoon, in which two informative trips have been planned. College and university people, along with others who may wish to attend, will take a conducted tour of the University of Chicago's Argonne Cancer Research Hospital and Institutes for Basic Research. The University's health and safety program in connection with handling radioactive materials and "hot" equipment will be explained by Lester Skaggs, associate professor of radiology and director of the Health Physics Service there.

Those who may wish to are invited to visit selected Chicago public elementary and secondary schools to view current safety programs in effect. Others may attend traffic and trans-

portation, farm or industrial sessions being held in other Chicago hotels.

The college safety committee and utilizing community safety resources in the campus safety program will be discussed on Tuesday evening. George Harper, of the Illinois State Division of Labor and the University of Illinois, will be first on the program. His talk will be followed by a symposium bringing in the police department, the fire department, insurance organizations and the health and sanitation branches of industry as community resources to be used in the campus safety program.

The California Driver Education Association will be host Wednesday evening when state driver education association representatives discuss how they can raise the status of driver education in the teaching profession.

COMING ALONG?

... on the tour of the University of Chicago's Argonne Cancer Research Hospital and Institutes for Basic Research? Or the visitation of selected Chicago elementary and secondary schools?

You are advised to make your reservations for the Argonne trip ahead of time by writing Daniel Webster, School and College Division. Price will be \$1.25.

Thursday morning, Herbert J. Stack, director of the Center for Safety Education, New York University, will give his views on today's driver education. A film on tachistoscope driver education will be shown by Lee Kuluvar of the Minnesota Department of Conservation, and there will be open discussion on this new type of driver education.

This session will end with a symposium on how driver education can contribute to licensing, enforcement and traffic courts. Featured speakers will be E. P. Lee, vice president, Arrow Insurance Company, St. Paul, Minnesota, on licensing; E. B. Giddens, inspector, Oklahoma City Police Department, enforcement; and James P. Economos, director of the traffic court program, American Bar Association, on traffic courts.

A joint session of the driver education section and college and university people on Thursday afternoon will spotlight the problem of state financial aid to driver education. A panel discussion on the pros and cons of this question is certain to bring forth lively debate from the floor as well as among the four participants: Cecil G. Zaun, Los Angeles City Schools; E. R. Klamm, Accident Prevention Division, Allstate Insurance Company; Forest Noffsinger, Traffic

Institute Training Division, Northwestern University; Eric Johnson, of the Illinois Curriculum Program, Illinois State Office of Public Instruction; and Howard G. Richardson, Driver Education, Maine Department of Education.

Gordon H. Sheeche, director of the Highway Traffic Safety Center at Michigan State University, will tell of this new type of safety center, set up as a direct result of the passing of Michigan driver education legislation. The role of the Center in Michigan's driver and traffic safety program will be the subject of Mr. Sheeche's talk.

Whether you are a teacher, an administrator, a subject matter specialist, a special area supervisor or a college professor . . . whether you are a parent, a police officer or fireman, a youth group sponsor or a representative of a social or civic club with an interest in schools, you will profit by attending the Congress. And of course, if your prime interest is school safety in any capacity, the Congress is for you.

For programs, other information or reservations for the conducted tour write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Ill.

Morrison Hotel, scene of School and College sessions.





Picture courtesy of the National Fire Protection Association



forum-in-print

R. F. LARK

*Driver Training Instructor
Raton High School
Raton, New Mexico*

For the past year, we have conducted surprise blocked-exit fire drills for the pupils. The regular exits are blocked either by smoke or trash burning in a barrel. When this happens, the students understand that they are to use the alternate exit. Each room has a designated alternate exit, which might be the same as that of other rooms. The order in which the students from each room leave the building is also designated.

The pupils are instructed not to run, push, or talk loudly and to be as orderly as possible so as to prevent panic or injury.

MISS DOROTHY TINDALL

*Safety Supervisor
Emerson School
Grand Junction, Colorado*

The structural plan of our school makes it a vacuum for air currents, and many precautions must be taken for fire protection that would not be necessary in a newer building.

Our building is a brick structure with a wood finish inside and spacious hall areas. The lower

Are Your Pupils

floor has four rooms, one in each corner of the building, and a large hall area in the center which has three main exits to the outside.

The second floor has five rooms and a center hall area. A Y-shaped stairway is the exit to the lower floor and its outside exits. Two fire-escapes on one side of the building serve as exits for two of the upper rooms. A basement houses the lunch room, kitchen and storage facilities.

As any one or more of these exits might be cut off in case of fire, we have planned blocked-exit fire drills.

Before the drill, children are told which exits will be blocked and which exits they should use as substitutes. Blocked-exit practice drills with specific directions as to exits to be used are continued at various times until ample practice has been afforded and the children have used substitutes for all exits. When it is felt that the children are familiar with blocked exits and should know the correct substitutes, surprise drills are given.

The safety council at our school feels that practicing the correct way *before* a surprise element is introduced insures orderly, safe conduct by all the children during a fire drill. This learned response to a fire-alarm bell will insure a greater amount of safe reactions in case of a real experience with fire.

C. L. JESTER

*Principal
Charles W. Eliot Elementary School
Tulsa, Oklahoma*

Should provisions be made for barring an exit during a practice fire drill? Yes, this should be done occasionally to train children in how they should act in an emergency.

A few years ago, I watched blocked-exit drill proficiency pay off. As a child who was leading a third grade group approached the usual exit from the main building, he noticed smoke coming out of a door of a pre-fabricated building nearby. Without hesitation, he turned his line and led it to another exit.

Frequent, well-planned, properly supervised and intelligently coordinated drills facilitate, in such a case of emergency, the selection of the proper exit without hesitation.

Really Prepared for



In our school, each teacher is held responsible for the group that is in her room at the time of the signal. She must give instructions to each group that comes in to her room. Brief fire-drill instructions are posted permanently and prominently in each room.

Each pupil should understand that order, discipline, control and promptness are more important than speed. He should be told what to do in case of a blocked exit. Children who lead the lines should be those whom teachers believe to have good judgment and poise, and they should be seated near the exits.

Fire drills are valuable not only in themselves. They should also prevent hysteria and panic whenever children are gathered in a theater, church or other place where there may be a fire panic●

ROLAND C. DAY
*Supervisor of Safety
Petersburg Public Schools
Petersburg, Virginia*

The Petersburg public school system has always conducted regular, supervised fire drills with the assistance of the Fire Department. Up to the present time, however, no blocked-exit drills have been held.

This thought-provoking question has been given careful study, with the result that the plan will definitely become a part of our school safety program during the coming school year.

Blocked-exit drills would be partly dependent upon the structure of the building concerned, and should be planned according to whether

- ▶ the building contains alternate exits
- ▶ the building contains no alternate exits but does have fire escapes
- ▶ the building contains neither alternates nor escapes
- ▶ the building has one or more floors.

The "buddy" system (often used in swimming) should prove helpful in checking that all children leave the building. It is additionally feasible because most children usually leave the school building in pairs.

Schools having alternate exits should have pre-arranged alternate escape routes, and surprise drills should be held frequently to familiar-

ize both teachers and pupils thoroughly with the plan.

What would happen in your school if fire blocked an exit at which children had been trained to leave the building? Do you artificially close these exits, train children to use supplementary exits during surprise, blocked-exit fire drills? We asked this question of prominent educators throughout the United States, along with the supplementary question: What do you do to insure safety during these fire drills? Here are their answers:

The same general plan can be followed in using the fire escapes, with actual practice in getting down the escapes without panic.

If no alternate exits or escapes are available, we will plan to concentrate as many pupils in one area as possible, thus assisting the Fire Department in making maximum use of speed and ladders. We shall also have a pre-arranged plan of closing doors, vents and windows to cut off heat and smoke, keeping children out of halls and off stairs●

ANTHONY J. RUSSO
*Civil Defense and Safety Education
Department of Public Schools
Providence, Rhode Island*

In Providence, our fire safety education program is conducted in close cooperation with the fire prevention bureau of the Fire Department. Observation and evaluation of fire drills in the schools constitute part of the twice-a-year inspection that the bureau makes of our school buildings.

In all our schools, fire drills are held at least once a month, and they are always surprise drills (after the first one in each semester). The drills should be varied for maximum value, for fire drills do not fully accomplish their purpose of training for emergency action unless the con-

(please turn the page)



Are Your Pupils Prepared?

(Continued from preceding page)

ditions under which they are held are varied to simulate all possible conditions under which fires might occur.

No one can foresee *when* a fire might occur. It is necessary, therefore, to drill pupils to react safely whether they are under the close supervision of a teacher or under little supervision; i.e., in the cafeteria or showers.

Nor can anyone foresee *where* in the building a fire might occur. Since one cannot tell from the alarm itself what part of the building is affected, pupils must be prepared at any time to change direction if their usual routes or exits are blocked. Practice in doing this is the only way to make sure it will be done without confusion or panic in an emergency.

With careful rehearsal of pupils at the beginning of each semester and thorough training of pupil monitors and leaders, I don't see any more danger of injury during fire drills than at any other time ●

E. C. GATES

*Director of Safety Education
Houston Independent School District
Houston, Texas*

Of the two kinds of fire drills, the unobstructed requires less time. In a very brief period, all rooms, corridors and stairways may be cleared.

The obstructed drill is conducted by having one or more exits blocked, thus requiring pupils to find and use other ways of leaving the buildings. The leaders use familiar signals in order to prevent confusion, raising both hands for a line to reverse, and one hand for the line to stop. All schools use the same signal. This prevents confusion when students transfer from one school to another.

In the elementary grades, one obstructed drill is conducted each month. In the secondary grades, one drill each month may be conducted, obstructed and unobstructed drills alternating. In order to accustom pupils to the use of different exits, the drills may be given at different periods of the day. During the drill, good order is considered more important than time spent in getting out of the building.

In fire drill organization, officers are selected from members of the student body. This "fire patrol" consists of chief, assistants and floor and room captains.

The fire patrol chief is responsible for the safety of all occupants of the building in case of an alarm and performs, with the aid of his assistants, the following duties:

- ▶ inspects the building as to conditions of exits, fire hazards, etc., and makes reports and recommendations to school authorities.
- ▶ determines what exits are to be obstructed in the obstructed drill, and obstructs them.
- ▶ arranges for two or more pupils to conduct each crippled child to the safety zone.
- ▶ sees that officers are appointed from the higher grades to serve in rooms where pupils are too small for the officer's role.
- ▶ arranges the safety zones on school grounds.
- ▶ gives directions to occupants as to exits to be used by certain rooms and signals to be used in fire drills.
- ▶ keeps the fire apparatus in order and trains pupils in its use.
- ▶ tests alarms and instructs pupils how to turn in an alarm.

Pupils are to refrain from running, talking or holding hands. When the boys and girls reach the safety zone, they face the building but remain in line while teachers stand between the students and the building. Room captains stand at the door of their respective rooms until all pupils and teachers are out, close the door, take the room number tag and give it to the fire chief, then take their places in their respective room line. Floor captains inspect the halls and rest rooms and give hall tags to the fire chief, who checks the building by the room tags handed him by the captain.

When the fire chief steps out of the building, all doors are closed, and he has a complete check by room number of all occupants of the building. After the head of the school and the chief inspect the lines, the signal is given for pupils to return to their rooms ●

MRS. YVONNE JONES SLOVER

*Principal
Rock Island Elementary School
Fort Lauderdale, Florida*

Our safety program has been concentrated on bicycle safety, safety in buildings, grounds and streets. We have many portable-type buildings in our county, and the children are not required to go through halls of buildings as they have been in the past. We exit directly into the out of doors from each classroom and move away from the portables, forming lines 50 feet away.

Our school has worked very closely with the Fire Department, following that department's suggestions regarding approved distances from buildings and fire hydrants. Fire extinguishers have been installed in each portable building. Each class housed in a portable is independent, and at no time is it held up waiting for another ●



Now They'll Get
Safety
with Their
Cereal

ALERT school teachers doing their best to train youngsters in traffic safety precepts get an assist from the Kellogg Company of Battle Creek, Michigan, this month.

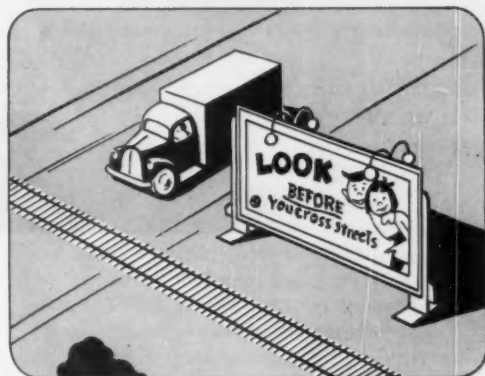
For some weeks, small fry have been pulling small plastic billboards from their boxes of Kellogg's Pep® and Sugar Frosted Flakes®. The billboards, complete with imitation floodlights, are also provided with genuine advertising messages—just like real billboards posted along the highway! These messages include posters on seven well-known products—plus a National Safety Council traffic plea, "Look Before You Cross Streets," directed to the children.

The billboards are intended for use by children in their play with toy cars and trains or to be collected by avid young collectors. Seven national manufacturers have cooperated with the Kellogg Company in producing these ads—and Kellogg's has donated space to the National Safety Council for a message on traffic safety.

Nine million packages, each containing one billboard frame and two advertisements, are being distributed. One fourth of these boxes will contain the safety message.

Children who don't get the safety message in their box will see it anyway, because copies of all ads offered are pictured on the side of each box. Small fry can read them carefully as they munch breakfast●

traffic safety reminders
offered children in their breakfast
cereal boxes . . .



Pictured are three illustrations from a promotional film to be shown this month on children's programs sponsored by Kellogg's breakfast cereals. The film shows how the billboards can be used in children's play.

Take Proven Precepts . . .

for your campus safety program



says John Morris, safety
supervisor at the University of
Minnesota . . . who describes the
safety set-up at this major university,
a set-up based on tried-and-true
precepts of industrial safety
adjusted to fit the college situation . . .

"HOW should I set up a safety program?"

This is a question frequently asked by college and university administrators today, men who are anxious to reduce the accidents that yearly mount up on their campuses. The only answer:—there is now no single example that stands out or has been recognized as the only acceptable plan, or the most successful. Safety is being administered in a wide variety of forms and with varying degrees of emphasis on campuses throughout the U.S.

Perhaps the best way to start is to take some of the soundest, proven precepts of industrial safety and base a program on them, expanding them to include the interests of both students and general public on the campus.

This plan is workable, and it is essentially the basis of the program now in effect at the University of Minnesota, with the fundamentals altered only slightly to meet the college situation. Consider these fundamentals and how we fit them into the school community:

- ▶ *Management leadership* (active support of the administration)
- ▶ *Assignment of responsibility*
- ▶ *Maintenance of safe working and living conditions*
- ▶ *Proper emphasis on safety in training and teaching*
- ▶ *Fact finding through accident record-keeping*
- ▶ *Sound medical and first aid policies*
- ▶ *Acceptance of personal responsibility by individuals*

The most important of these points, with re-

ABOUT THE AUTHOR

John Morris was born in Portland, Oregon, has spent most of his life in Boston. A graduate of Bowdoin College, he supervised safety engineering departments of the Standard Accident Insurance Company for six years, and went to the newly-created post of safety supervisor of the University of Minnesota in 1954. He is a member of the executive committee of the Campus Safety Group.



Left: A heavy responsibility in safety is shouldered by athletic departments in planning for heavy crowds at sports events. Here a packed house in Williams Arena, at the University of Minnesota, watches a hockey game.

spect to a University's needs in safety, I believe, are active leadership by the administration, delegation of responsibility, and achieving results with the individual. The program which follows these lines will be sound, regardless of how some of the details are worked out.

The University of Minnesota's way of handling safety is somewhat different from that of any other university, but where it has been successful, the basic elements listed here have been at work.

At Minnesota, responsibility for the safety and health of employees and students has been designated by the administration to the Environmental Health and Safety Division of the University Health Service, whose director is centrally placed in the academic administration.

Province of the environmental health and safety group is the University community of about 24,000 students, 11,000 employees and large numbers of the general public who come to the campus daily and on special occasions.

As a member of this division, the safety supervisor is the person most directly concerned with the safety of these people, yet all persons on the health and safety staff share duties in safety to some degree. This includes the public health engineer, who directs and coordinates the group, the industrial hygiene engineer, the health physicist, the sanitarian and two housing inspectors. It is the team approach to health and safety problems by this group which is unique in the University of Minnesota program.

The day of the safety supervisor is spent in such activities as these:

- ▶ Analysis of accident reports and loss records,
 - ▶ Investigating accidents and hazardous conditions which have been reported,
 - ▶ Surveying hazardous and routine work operations,
 - ▶ Making recommendations,
 - ▶ Acting as a consultant in safety to departments and individuals,
 - ▶ Assisting in safety committee work,
 - ▶ Reviewing plans for new construction,
 - ▶ Coordinating safety and fire protection efforts of outside agencies,
 - ▶ Lecturing on safety in appropriate courses.
- Five members of the staff of the environmental health and safety division have faculty appointments in the School of Public Health.

Others in the group besides the safety supervisor also have major responsibilities in safety. The industrial hygiene engineer explores exposures of staff and students to toxic substances—dusts, fumes, skin irritants and the like. The health physicist maintains a broad program of control over radiation hazards, not only in the University medical center but in a growing number of research facilities.

Surveys of off-campus housing, dormitories and student fraternity and sorority chapter houses are made primarily by the sanitarian and housing inspectors. Working closely with city officials, the University has demanded high standards in fire safety of householders renting to students. Fire-safe construction, adequate exits, proper wiring and fusing of circuits, and good housekeeping are all considered.

The prime responsibility for fire safety on the campus rests, however, with the physical plant department, which builds and maintains all buildings and makes alterations as they are required. Fire-safe construction of new buildings is a consideration shared with the University architect, and the environmental health and

(Continued on next page)

Take Proven Precepts *(Continued from p. 13)*

safety staff participates to the extent of reviewing plans. The physical plant department installs first aid fire equipment, such as hoses and fire extinguishers, and maintains all automatic sprinkler systems.

A heavy responsibility in campus safety in the big indoor arenas where large crowds are entertained for intercollegiate games is shouldered by the athletic department. With safety in mind, these men have resisted pressures to admit overflow crowds. Lately, additional exit facilities have been built for the basketball and hockey arenas. Automatic emergency lighting is provided for these areas and for other places where large crowds are assembled.

Responsibilities in safety are shared in many University of Minnesota offices, and one of the safety supervisor's chief functions is to coordinate efforts of these various agencies, such as:

- ▶ the *director of insurance and retirement*, who is directly concerned with operation of the workmen's compensation law as it affects injured employees, is also head of the All-University Committee on Industrial Safety.
- ▶ the *purchasing agent*. It is essential that he be aware of the importance of safety in the purchase of new equipment.
- ▶ the *training coordinator* in the personnel office, who develops worker training programs and work methods manuals, also welcomes the cooperation of the safety supervisor in such activities, to see that safety is adequately treated.

Others on the campus also make notable contributions in other aspects of safety. The transportation officer in the Department of University Services uses the best known methods of driver selection and re-training to conduct a model truck fleet operation. The director of protection and safety (the campus police force) controls automobile and pedestrian traffic and

the campus fire and security watch service.

Bringing safety directly to the students themselves and the academic departments is the hardest part of the supervisor's job at Minnesota. Some departments are by nature more suited to direct involvement than others. For example, the chemistry department has active student and faculty safety committees, which have been able to accomplish a good deal. These committees have improved laboratory layout and exit facilities, emergency equipment and procedures, and have a current project on to obtain planned medical first aid instruction through physicians of the University Health Service. Biochemistry is another department in which a student-faculty safety committee has operated actively and obtained improvements in laboratory safety.

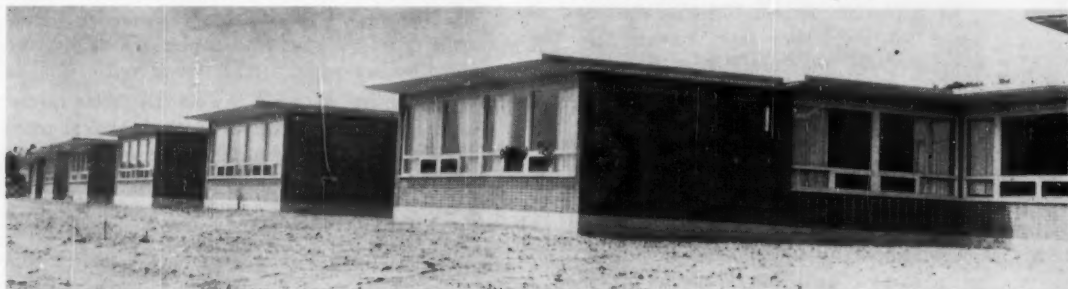
Safety committee work among supervisors and other employees is also important in reducing the incidence of injuries to workers and consequent losses to the institution and workers themselves. The physical plant department and the University medical center are two areas where active committee organizations have been most productive. Our shops foremen, who supervise men in the more hazardous occupations of painting, roofing, carpentry and the other building trades have been meeting monthly to work out their own problems. At the other end of the campus, the nursing department of University hospitals has an equally active committee, now concerned with safety of patients.

The safety supervisor sits in on these meetings as a technical adviser. In this way, he promotes safety through normal channels of supervision and authority rather than by exercising personal authority.

In a university, it is important that safety be integrated into the scheme of things in all departments to a proper degree. This is a gradual development, and it can come about only through the involvement of many people●

New dormitories at the University of Minnesota's Duluth branch are situated on a hill overlooking Duluth harbor, were designed to be as fire-safe as modern construction methods, materials and plans could make them. Six-room

dormitory wings are separate entities, connected only by a hall at the back, ample window area not only gives good light but provides escape exit if such is needed. Fire-resistant materials were used throughout.



school bus safety

Operating Practices



safety education data sheet number 73

1. This summary of state programs on school bus operation is based on reports from states in the *Annual Inventory of Traffic Safety Activities for 1955*.

2. To fully appreciate the values and limitations of this material it is well to realize that "the Annual Traffic Inventory is a service to cities and states whereby these governmental units can appraise their own street and highway traffic management and accident prevention programs by comparison with programs of other states and cities." The complete state Inventory is composed of ten sections on the following subjects: Death and Injury Record, Traffic Legislation, Accident Records, Traffic and Highway Engineering, Traffic Law Enforcement, Driver Licensing, Periodic Motor Vehicle Inspection, Public Information, Safety Organization and School Traffic Safety Education.

3. The School Traffic Safety Education Section provides for the recording of information on many phases of safety education in schools and colleges. Major subsections of the report deal with (a) designation by the chief state school officer of staff responsibility for the overall safety program of the state department of education, of driver education and of school transportation, (b) the utilization of the personnel and other resources of governmental departments and non-governmental agencies desiring to contribute to the school program and capable of doing so, (c) publications (whether published separately by the department of education or jointly with other departments of the state government), (d) teacher education, (e) leadership activities of state department of education personnel designed to stimulate traffic safety instruction in elementary and secondary schools and (f) school bus operations.

4. Basically the *Annual Traffic Inventory* is

a cooperative activity administered by the National Safety Council. Many organizations participate in the development of the forms on which data is submitted by state and city officials and in the preparation of the criteria used in evaluating the data submitted. For example, the Traffic and Highway Engineering section is the joint responsibility of the Institute of Traffic Engineers, the American Association of State Highway Officials and the National Safety Council. An advisory group, whose members are drawn from the memberships and/or staffs of national educational and safety organizations, guides the preparation of the report form and the processing of the data in the subsection School Traffic Safety Education.

5. It will be noted from the accompanying summary table that no attempt is made to show the degree of conformance to various parts of the planned, state-wide school transportation program reported by the state departments of education. As yet it has not seemed practical to attempt to gather in detail, through the *Annual Traffic Inventory*, information on the countless variations from generally accepted programs. Hence the summary table is supplemented by some comments on various phases of school bus operations.

Comments on Summary

6. For quick reference, a summary of the various items on the accompanying state-by-state report is provided. These deal with the four general categories of data presented—the vehicle, the driver, transit or operating procedures and pupil passenger instruction.

The Vehicle: Forty-five states report that the observance of standards for school buses conforming to the national minimum standards are required; three that such observance is recommended. Forty-three states reported that in-

(Continued on page 18)

	<i>Vehicles</i>					<i>4 Pre-em Medical</i>
	<i>1 Minimum Standards</i>		<i>2 Inspections</i>		<i>3 Maintenance</i>	
	<i>Required</i>	<i>Recom- mended</i>	<i>Required</i>	<i>Recom- mended</i>		<i>Required</i>
Alabama	Yes			Yes	Yes	
Arizona	Yes		Yes		Yes	Yes
Arkansas	Yes		Yes		Yes	Yes
California	Yes		Yes		Yes	Yes
Colorado	Yes		Yes		Yes	Yes
Connecticut	Yes		Yes		Yes	Yes
Delaware	Yes		Yes		Yes	No
Florida	Yes		Yes		Yes	Yes
Georgia	Yes		Yes		No	Yes
Idaho	Yes		Yes		Yes	Yes
Illinois	Yes		Yes		Yes	Yes
Indiana	Yes		Yes		Yes	Yes
Iowa	Yes		Yes		Yes	Yes
Kansas	Yes		Yes		Yes	Yes
Kentucky	Yes		Yes		Yes	Yes
Louisiana	Yes			Yes	Yes	
Maine	Yes		Yes		Yes	No
Maryland	Yes		Yes		Yes	Yes
Massachusetts	Yes		Yes		Yes	No
Michigan	Yes		Yes		Yes	
Minnesota	Yes		Yes		Yes	Yes
Mississippi	Yes		Yes		Yes	No
Missouri	Yes		Yes		Yes	Yes
Montana	Yes		Yes		Yes	Yes
Nebraska	Yes		Yes		No	Yes
Nevada		Yes		Yes	Yes	No
New Hampshire	Yes		Yes		Yes	No
New Jersey	Yes		Yes		Yes	Yes
New Mexico	Yes		Yes		Yes	Yes
New York	Yes		Yes		Yes	
North Carolina	Yes		Yes		Yes	Yes
North Dakota		Yes		Yes	Yes	Yes
Ohio	Yes		Yes		Yes	Yes
Oklahoma	Yes		Yes		Yes	
Oregon	Yes		Yes		No Report	No
Pennsylvania	Yes		Yes		Yes	Yes
Rhode Island	Yes		Yes		Yes	Yes
South Carolina	Yes		Yes		Yes	Yes
South Dakota		Yes	Yes		No	Yes
Tennessee	Yes		Yes		Yes	Yes
Texas	Yes		Yes		No	
Utah	Yes		Yes		Yes	Yes
Vermont	Yes		Yes		Yes	
Virginia	Yes		Yes		Yes	Yes
Washington	Yes		Yes		Yes	Yes
West Virginia	Yes		Yes		Yes	Yes
Wisconsin	Yes		Yes		Yes	
Wyoming	Yes			Yes	No	
Totals	45	3	43	5	Yes 42 No 6	32

Bus Operations

Drivers						
Employment Exams	5 Standards of Selection		6 Training	7 Supervision	8 Transit Code	9 Passenger Instruction
	Required	Recommended				
Yes		Yes Yes	Yes No Yes Yes No	Yes No Yes Yes No	Yes Yes Yes Yes Yes	Yes Yes Yes Yes No
No	Yes Yes Yes No	No Yes	Yes Yes Yes No Yes	Yes No Yes No Yes	Yes Yes Yes No Yes	Yes Yes Yes No Yes
	Yes Yes Yes Yes	Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	No Yes Yes Yes Yes
Yes No No Yes	No Yes No No	Yes No No No	Yes Yes No Yes Yes	Yes No No Yes Yes	Yes No Yes Yes Yes	Yes No No Yes Yes
No	Yes Yes No Yes	No Yes	Yes Yes No Yes No	Yes Yes No Yes No	Yes Yes Yes Yes Yes	Yes Yes No Yes Yes
No No Yes	No No Yes Yes	No No Yes	Yes No Yes Yes Yes	No No Yes Yes Yes	No No Yes Yes Yes	No No Yes Yes Yes
	Yes No	Yes No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes
Yes No	Yes No	Yes No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes	Yes No No Yes Yes
	Yes No Yes	No Yes	Yes No Yes Yes Yes	Yes No Yes No Yes	Yes No Yes Yes Yes	Yes No Yes No No Report
Yes Yes	No Yes No Yes Yes	No No	Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes	No Yes No Yes Yes	No Yes Yes Yes Yes
Yes Yes	Yes Yes Yes		Yes Yes Yes	Yes Yes Yes	Yes Yes Yes	Yes Yes Yes
9	26	11	Yes 38 No 10	Yes 34 No 14	Yes 39 No 9	Yes 34 No 14

spections are required; five that they are recommended. In 42 states a vehicle maintenance program is required; in six it is recommended.

(Additional information on vehicles in school bus operation can be found in two basic publications. These are *Minimum Standards for School Buses* and *School Bus Maintenance*. The former was the outgrowth of the latest of a series of national conferences on school transportation and was published in 1954 by the National Commission on Safety Education of the National Education Association. The latter was published in 1948 by the Office of Education, Department of Health, Education and Welfare.

The Driver: Thirty-two states require pre-employment medical examinations of driver applicants, nine recommend such examinations, seven make no provision for medical examinations of prospective drivers. In addition to medical examinations and minimum age, other standards for the selection of drivers are in effect in 37 states. In twenty-six of these, observance of these standards is required. In eleven states they are recommended. Thirty-eight states provide training for school bus drivers, and thirty-four state departments of education report the provision of specific guidance for the local supervision of drivers.

(Information on school bus driver training will be found in *Standards and Training Programs for School Bus Drivers; Recommendations of the National Conference on School Transportation*. This is a 1949 publication of the National Commission on Safety Education of the National Education Association.)

Transit or Operating Practices: The trained driver, provided with a safe, well-maintained vehicle, needs assistance in the way in which

that vehicle should be operated on the highways. Thirty-nine states provide this assistance through transit or operating codes; nine do not.

Instruction of Pupil Passengers: In thirty-four states, specific materials for the instruction of school bus passengers is provided.

Information sources

Annual and Periodic Releases, School Transportation Committee, National Safety Council. Chicago 11, Ill.

School Bus Patrols: Student Participation in the Operation of School Buses, American Automobile Association. 6 pp. Illus. Washington, D. C.

Checklist on Safety and Safety Education in Your School, National Commission on Safety Education of the National Education Association. 48 pp. Illus.: the Association, 1201 16th St. N.W., 1953. Section XIII, pp. 28-29.

Handbooks and manuals from State Departments of Education.

Safety Education Data Sheet No. 13, *Passenger Safety in Public Carriers*, National Safety Council. 4 pp. Illustrated. Chicago 11, Illinois.

Pupil Transportation, Yearbook of the Department of Rural Education of the National Education Association. 190 pp. Illus. Washington, D. C.: the Association, 1201 16th St. N.W., 1953.

Pupil patrol, 11, 53, 97, 111, 125, 130, 135, 139

Pupil patrol, duties of, 131, 132

Pupil patrol, selection of, 132

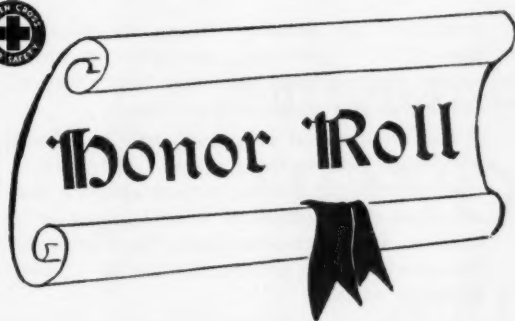
Pupil Transportation Packet, National Safety Council. Chicago 11, Illinois.

The Expanding Role of School Safety Patrols, National Commission on Safety Education of the N.E.A. 36 pp. Illus. Washington, D. C.; 1201 16th St. N.W., 1953. pp. 20-21.

Safety Education Data Sheets available are:

- | | | |
|--|---|---|
| (1) Bicycles | (27) Swimming | (53) Safety in the Machine Shop |
| (2) Matches | (28) Small Craft | (54) Summer Jobs: laborers, home yard, service-stations |
| (3) Firearms, Rev. | (29) Play Areas | (55) Motor Vehicle SPEED |
| (4) Toys and Play Equipment | (30) Winter Driving | (56) Welding and Cutting Safely |
| (5) Falls | (31) Night Driving | (57) Safety in the Auto Shop |
| (6) Cutting Implements | (32) Winter Sports | (58) Winter Walking |
| (7) Lifting, Carrying and Lowering | (33) Traffic Control Devices | (59) Safety in the High School |
| (8) Poisonous Plants | (34) Safe Conduct in Electrical Storms | Chemistry Laboratory |
| (9) Electric Equipment | (35) Poisonous Reptiles | (60) Safety in the Farm Mechanics Shop |
| (10) Pedestrian Safety | (36) Motor-Driven Cycles | (61) Floors in the Home |
| (11) School Buses—Administrative Problems (Rev.) | (37) Animals in the Classroom | (62) Hazards of Discarded Iceboxes and Refrigerators |
| (12) Flammable Liquids in the Home | (38) Railroad Trespassing | (63) School Bus Safety: Educating Pupil Passengers |
| (13) Passenger Safety in Public Carriers | (39) Bad Weather: Hazards, Precautions, Results | (64) Safety in the Graphic Arts Shop |
| (14) Chemicals | (40) School Parties | (65) Safety on Part-Time Jobs: Food Handling |
| (15) Hand Tools | (41) Home Workshops | (66) Baby Sitting |
| (16) Nonelectric Household Equipment | (42) Horseback Riding | (67) School Dramatic Productions |
| (17) Sidewalk Vehicles | (43) Hiking and Climbing | (68) Safety in "Do-It-Yourself" |
| (18) Camping | (44) Hook and Line Fishing | (69) Playground Apparatus |
| (19) Alcohol and Traffic Accidents | (45) Summer Jobs—Farm | (70) Safety with Kites and Model Airplanes |
| (20) Cooking and Illuminating Gas | (46) Safety in the Wood Shop | (71) Safety in Sports: Baseball |
| (21) Solid and Liquid Poisons | (47) School Fires | (72) Safety in Sports: Football |
| (22) Safety in the Gymnasium | (48) Unauthorized Play Spaces | (73) School Bus Safety: Operating Practices |
| (23) Laboratory Glassware | (49) Bathroom Hazards | |
| (24) Places of Public Assembly | (50) Safety in the General Metals Shop | |
| (25) Fireworks and Blasting Caps | (51) Safety in Pupil Excursions | |
| (26) Domestic Animals | (52) Highway Driving, Rules, Precautions | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.



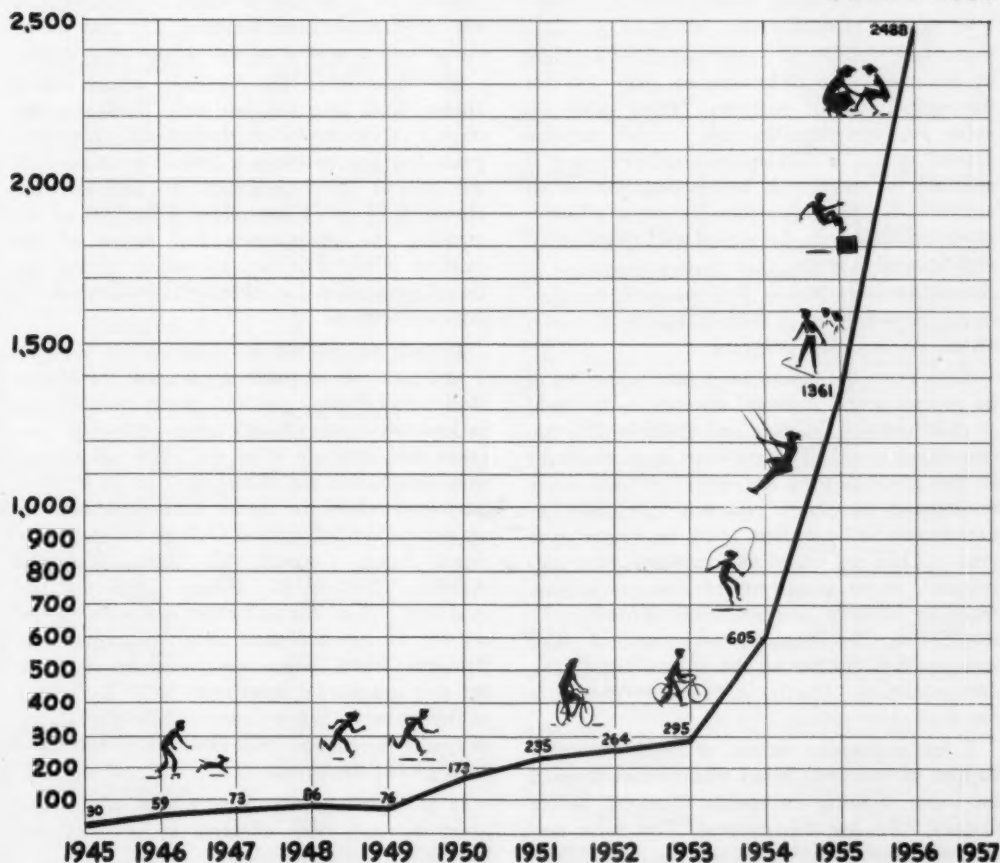
Certificates Go to 2,488

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WANT an outstanding school safety program?

The 2,488 schools listed on the following pages have some of the most outstanding safety programs in the nation. They are the 1956

(please turn the page)



holders of coveted certificates in the National School Safety Honor Roll.

The National School Safety Honor Roll is the National Safety Council's way of saying "Well done!" The schools listed here have each put forth *exceptional* effort—in stimulating their school faculty, their students, and the people in their communities—to provide a safer place to live.

They have met program requirements in safety education set up by a committee of leading safety educators throughout the United States. To meet these requirements, each school had to submit an evaluation checklist covering all specific phases of safety education they carried on, plus a testimonial from a committee of local people formed to evaluate their program. That checklist was reviewed and studied by national judges to determine if the school met the qualifications. If it did, they were listed on the Honor Roll, along with schools from every state, as well as Hawaii and the Canal Zone.

What does it mean for a school to qualify for the Honor Roll for one year—or for successive years? It means many things—here are a few:

It means initiating the effective use of a prescribed number of safety activities outlined by the check list (selections on page 23) for the general school program. These plans involve activities that, through practice, provide proved results in development and retention of attitudes of safety. A better coordination of activities, in turn, provides for more effective safety education in the school and community.

It means that a school finds a challenge in complying with Honor Roll program requirements, as well as in its contribution to the overall safety education program.

Each year, the school must take inventory of its practices and accomplishments in the field of child safety. Teachers and children alike are stimulated to maintain previous high standards in the prevention of accidents and also strive to improve the safety program. (Definite advancements in program must be made each year.) They are urged to contribute their suggestions as to improvements in curriculum, teaching methods and materials, school traffic regulations, fire hazards, treatment of floor surfaces, and content of the annual pupil accident summary. Briefly, it "gets everyone into the act."

It means keeping records of accidents which happen to children. Many schools have learned the value of using the specific National Safety Council form for this purpose. This form creates an atmosphere in which the child (and

sometimes the parent) "thinks the accident through". . . analyzing the behavior which caused the accident, practicing a safe way to avoid a similar accident in the future.

This information is a great asset in parent interviews, held to bring about a change in a child's behavior. It also sharpens alertness and attention of educators to what happens to a child on a 24-hour-a-day basis. Such information often surprises parents, and *can* be an asset in public relations.

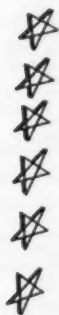
It means students have been constantly reminded of hazardous areas, accident figures and safe practices through safety exhibits and safety bulletin boards. It means newspaper and magazine articles on safety are appearing on these boards to create an awareness of the accident problem.

It means the use of: monthly safety lessons, posters and other tools for the learner . . . inspection of school buildings to eliminate hazards . . . special safety instruction for upcoming holidays . . . development of special safety activity materials . . . supervised practice in fire drills, crossing the street, use of school equipment, and use of transportation facilities . . . and publicizing safe practices in the school as a whole.

Participation in the National School Safety Honor Roll program not only facilitates the stating of objectives of the school safety program but also provides a critical evaluation of the present safety program. In addition, the Honor Roll check list offers a method of increasing the effectiveness and extent of the existing safety activities, as well as giving national recognition for meeting high standards in safety education.

If your school did not qualify this year, or if you have never made application for Honor Roll membership, you can begin immediately to look over your school's safety education program and upgrade it to the point where you may qualify for the Honor Roll in 1957. Prepare your school for Honor Roll application by writing to the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Ask for the evaluation check list and other materials. Then set out to improve your program accordingly. By next April, when your evaluation check list and testimonial sheet must be at the offices of the National Safety Council, your probability of qualifying for the 1957 Honor Roll will have been greatly improved.

It is important that your school safety program become more effective to preserve the lives of our young people.●



National School Safety HONOR ROLL

★ 1956 ★

TWELFTH YEAR TENTH YEAR

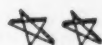
Alabama
HUEYTOWN
Hueytown Elementary

California
ALAMEDA
Alameda High
John Muir
Lincoln
Porter

Minnesota
HIBBING
Hibbing Schools

New York
LARCHMONT
Chatsworth Avenue

Wisconsin
GREEN BAY
Green Bay School of Vocational and Adult Education



ELEVENTH YEAR

California
ALAMEDA
Edison
Franklin
Haight
Longfellow
Webster

Connecticut
GREENWICH (GLENVILLE)
Glenville
GREENWICH (RIVERSIDE)
North Mianus

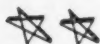
Illinois
ELMHURST
Lincoln Elementary

Ohio
HAMILTON
Hamilton Senior High

Pennsylvania
PHILADELPHIA
John M. Patterson

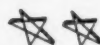
Tennessee
OAK RIDGE
Cedar Hill
Elm Grove
Highland View
Jefferson Junior High
Linden
Pine Valley
Scarboro
Willow Brook
Woodland Elementary

Connecticut
NEW HAVEN
Sheridan Junior High
Michigan
HAZEL PARK
United Oaks Elementary
New York
NEW YORK
Samuel Gompers Vocational and Technical High



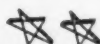
NINTH YEAR

New York
DUNKIRK
Dunkirk Industrial High
Washington
SEATTLE
Magnolia Elementary
Wisconsin
MADISON
Madison Public Schools



EIGHTH YEAR

Illinois
CERRO GORDO
Cerro Gordo High
New Jersey
CAMDEN
Camden Public Schools
New York
BUFFALO
McKinley Vocational High
Ohio
LAKEWOOD
Lakewood High
Tennessee
KINGSFORT
Andrew Jackson



SEVENTH YEAR

Alabama
GADSDEN
John S. Jones
JACKSONVILLE
Elementary Laboratory

California
GLENDALE
Balboa
RICHMOND
Alvarado Elementary
Belding Elementary
Castro Elementary
Ells Junior High
Fairmont Elementary
Grant Elementary
Harding Elementary
Kensington Elementary
Lincoln Elementary
Mira Vista Annex
Mira Vista Elementary
Nystrom Elementary
Peres Elementary
Roosevelt Junior High
Seaport Elementary
Stege Elementary
Washington Elementary
Woodrow Wilson

Connecticut
OLD GREENWICH
Old Greenwich
Indiana
MISHAWAKA
Mishawaka Pub. Schools
Iowa
MISSOURI VALLEY
Missouri Valley Sr. High
Kentucky
FT. THOMAS
Ruth Moyer

Michigan
DETROIT
Our Lady Queen of Angels
EAST LANSING
Central

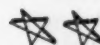
New Mexico
CARLSBAD
Airfield Elementary
Alta-Vista Junior High
Carlsbad High
Carver Elementary
Craft Elementary
Eddy Elementary
Edison Elementary
Eisenhower Jr. High
Hillcrest
Roosevelt Elementary

New York
CORNING
Frederick Carder
Wm. E. Severn
ROCHESTER
Brighton Schools Dist. 1

Ohio
HAMILTON
Fillmore Elementary
Madison Elementary
Pierce Elementary
Taylor

Pennsylvania
ERIE
Academy High
Emerson Elementary

Eric Technical High
Strong Vincent High
Tennessee
KINGSFORT
George Washington



SIXTH YEAR

California
ALAMEDA
Woodstock
RICHMOND
El Cerrito High
Ford Elementary
SAN LORENZO
Village

Connecticut
GREENWICH
Julian Curtiss

Florida
PENSACOLA
W. A. Blount Jr. High

Illinois
KEWANEE
Kewanee Community Schools
ROCK ISLAND
Rock Island Public Schools

Kentucky
JEFFERSON COUNTY
Auburndale Graded
Kenwood Elementary

Michigan
HAMTRAMCK
Copernicus Jr. High
TRAVERSE CITY
Boardman
Oak Park Elementary
Union Street
Willow Hill

New Jersey
GLEN RIDGE
Linden Avenue

New York
FLORAL PARK
Sewanhaka High

North Carolina
FAYETTEVILLE
Massey Hill High

Ohio
HAMILTON
Harrison Elementary
Notre Dame High

Oklahoma
OKLAHOMA CITY
Britton Elementary

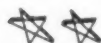
Oregon
MEDFORD
Jackson
Lincoln

Oregon (cont.)
MEDFORD
 Medford
 Roosevelt
 Washington

Pennsylvania
EAST PITTSBURGH
 East Pittsburgh Pub. Schools
ERIE
 Penn Elementary
 Perry

Tennessee
NASHVILLE
 Hattie R. Cotton

Texas
FORT WORTH
 Crestwood Elementary



FIFTH YEAR

Alabama
BESSEMER
 Raimund

Arizona
AJO
 Ajo Elementary

Arkansas
SWEET HOME
 Fuller High

California
ALAMEDA
 Frank Otis Elementary
 Mastick Primary
RICHMOND
 Longfellow Jr. High
 Portola Junior High
 Richmond Union High
 Walter T. Helms Jr. High

Connecticut
GREENWICH (COS COB)
 Cos Cob

Hawaii
HONOLULU
 Kalakaua Intermediate

Illinois
DANVILLE
 Cannon
 Daniel
 Elmwood
 Franklin
 Garfield
 Liberty
 McKinley
 Washington Elementary
ELMHURST
 Elmhurst Junior High
 Eugene Field

Iowa
NEWTON
 Emerson Hough

Kentucky
FT. THOMAS
 Samuel Woodfill
JEFFERSON COUNTY
 Fern Creek Elementary

Maryland
BALTIMORE
 Charles Carroll
 Franklin D. Roosevelt
 Glenmount Elementary
 Guilford
 Hampden Elementary
 Howard Park
 John Eager Howard
 Oliver Cromwell
 Waverly

Massachusetts
READING
 Pearl Street
WORCESTER
 Worcester Boys' Trade High
 Worcester Public Schools

Michigan
TRAVERSE CITY
 Traverse Heights

New Jersey
NEW MARKET
 New Market

New Mexico
CARLSBAD
 Joe Stanley Smith Elem.

New York
MAMARONECK
 Mamaroneck Central

North Dakota
KNOX
 Knox Public

Ohio
HAMILTON
 Buchanan Elementary
KENT
 Kent State University School

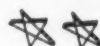
Oklahoma
OKLAHOMA CITY
 Capitol Hill Jr. High
 Franklin Kaiser Elementary
 Walnut Grove

Pennsylvania
ERIE
 Columbus
 Wayne Elementary

Tennessee
KINGSFORT
 Abraham Lincoln
KNOXVILLE
 Fulton High

Utah
PROVO
 Central Utah Vocational

Wisconsin
GREEN BAY
 Chappell Elementary
 Elmore Elementary
 Fort Howard Elementary
 Franklin Junior High
 Green Bay East High
 Green Bay West High
 Howe Elementary
 Jackson Elementary
 Jefferson Primary
 Lincoln Elementary
 Nicolet Elementary
 Norwood Elementary
 Roosevelt Elementary
 Tank Elementary
 Washington Junior High
 Whitney Elementary



FOURTH YEAR

California
ALAMEDA
 Encinal High
GLEN ELLYN
 Dunbar Union Elementary
HAYWARD
 Independent School District
SAN FRANCISCO
 Mission Senior High
SAN LORENZO
 Edendale Senior Elementary
WALNUT CREEK
 Buena Vista
 Central Walnut Creek
 Grammar
 Parkmead
 Walnut Heights

Connecticut
GREENWICH (RIVERSIDE)
 Riverside
NEW HAVEN
 Troup Junior High

Florida
ORLANDO
 Lake Como Elementary

Georgia
MACON
 Pearl Stevens

Illinois
ELMHURST
 Hawthorne Elementary

EVANSTON
 Bethlehem Lutheran
 Central
 College Hill
 David B. Dewey
 Foster
 Haven Intermediate
 H. H. C. Miller
 Lincoln
 Lincolnwood
 Lower Haven
 Nichols Intermediate
 Noyes
 Oakton
 Orrington
 St. Athanasius
 Saint Mary's
 St. Nicholas
 Washington Elementary
 Willard

Indiana
EVANSVILLE
 Washington

Iowa
NEWTON
 Washington

Kentucky
JEFFERSON COUNTY
 Dorsey
 Eastwood Elementary
 Fairdale Elementary
 Griffytown Elementary
 Jefferstown Elementary
 Medora Elementary
 Mill Creek
 Newburg
 Preston Consolidated

Maryland
BALTIMORE
 Fallstaff Road
 Francis Scott Key
 Garrison Junior High
 Gwynns Falls Park Jr. High
 Liberty
 The Thomas Jefferson
 Thomas Johnson

Minnesota
ST. PAUL
 St. Paul Vocational

New Mexico
CARLSBAD
 Sunset Elementary

New York
ST. JOHNSVILLE
 St. Johnsville Central

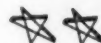
Ohio
AKRON
 Hotchkiss
 Pfeiffer Grade
Oklahoma
OKLAHOMA CITY
 Andrew Johnson
 Culbertson
 Linwood
 Martin Van Buren
 Rutherford B. Hayes
 Whittier
 Zachary Taylor

Pennsylvania
EAST STROUDSBURG
 Campus Laboratory

ERIE
 East High
 Hamilton Elementary
 Lincoln Elementary
 Washington

Tennessee
DAVIDSON COUNTY
 DuPont Elementary

Texas
COMMERCE
 W. J. Wheeler Elementary



THIRD YEAR

California
OAKLAND
 Allendale Elementary
 Brookfield Elementary
 Burckhalter Elementary

Claremont Junior High
 Clawson Elementary
 Cleveland Elementary
 Edison Elementary
 Edwin Markham Elem.
 Emerson Elementary
 Fremont Senior High
 Garfield Elementary
 Grant Elementary
 Grass Valley Elementary
 Horace Mann Elementary
 Lafayette
 Lincoln Elementary
 Longfellow Elementary
 Melrose Elementary
 Oakland Technical High
 Parker
 Piedmont Avenue Elem.
 Prescott Elementary
 Redwood Heights Elem.
 Rockridge Elementary
 Toler Heights Elementary

RICHMOND
 Balboa Elementary
 Coronado Elementary
 Cortez Elementary
SAN LORENZO
 David D. Bohannon
 David E. Martin
STOCKTON
 St. Agnes Grammar
 St. Mary's High

Connecticut
BRANFORD
 New Indian Neck
GREENWICH (BYRAM)
 New Lebanon
GREENWICH
 North Street
HAMDEN
 Putnam Avenue
NEW HAVEN
 Benjamin Jepson
 Betsy Ross
 Clinton Avenue
 Dante
 H. H. Strong
 Ivy Street
 L. Wheeler Beecher
 Colonial Park

Florida
APOPKA
 Apooka Elementary
LOCKHART
 Lockhart Elementary
NORTH MIAMI
 North Miami Elementary
ORLANDO
 Cherokee Junior High
 Concord Park Elementary
 Conway Elementary
 Fern Creek Elementary
 Grand Avenue
 Hillcrest Elementary
 Jones High
 Pine Castle Elementary
 Princeton Elementary
 William R. Boone High
ORIO VISTA
 Orlo Vista Elementary
WINDERMERE
 Windermere Elementary
WINTER GARDEN
 Dillard Street Elementary
WINTER PARK
 Killarney Elementary
 Winter Park Elementary
ZELLWOOD
 Zellwood Elementary

Georgia
EAST POINT
 Conley Hills

Illinois
ELMHURST
 Jackson Elementary
EVANSTON
 Evanston Township High
NILES
 Niles Public

Indiana
BLOOMINGTON
 Margaret McCalla
 University Elem. & High
CFDAR LAKE
 Douglas MacArthur
CLARKSVILLE
 Greensboro
ELKHART
 Roosevelt Elem. and Jr. High
EVANSVILLE
 Benjamin Bosse High

Twelve years . . . ten years . . . five years . . . three years of listing on the Honor roll—means more than carrying on a good safety program year after year. It means constantly upgrading that program to meet increased standards as the listing continues.

Here are some selections from the Safety Check List, used in determining whether a school reaches the high standards of the Honor Roll, and based on good safety programs engaged in already by a number of schools.

- ▶ Participation in Standard Student Accident Reporting and use made of the reports.
- ▶ Monthly safety lessons and posters used.
- ▶ Safety inspections of school buildings and grounds conducted, and hazards eliminated.
- ▶ Meetings of a student safety organization held (such as Junior Safety Council, Bicycle Club or Student Safety Patrol).
- ▶ Cooperation in community safety activities (such as Fire Prevention Week, Cleanup Week).
- ▶ Shown safety motion pictures, film strips or slides.

Cedar Hall
Dexter
Lynch-McCutchanville
Vogel

FORT WAYNE
Central High
Justin N. Study
Merle J. Abbott
Miner

FRANKFORT
Lincoln Grade

GARY
Lew Wallace
Pittman Square
Riley

HAMMOND
Columbia
Gene Stratton Porter
Hammond High
Maywood
Oliver P. Morton
Thomas A. Edison

HIGHLAND

Main

HOBBART

Foreman
Mundell

HUNTINGTON

Riley

INDIANAPOLIS

Audubon
Brookside
Dewitt S. Morgan
George W. Julian
James Garfield Public
Otis E. Brown
Ralph Waldo Emerson
Robert Dale Owen
School #31

KOKOMO

Meridian
Roosevelt Junior High

LA PORTE

La Porte High

LAWRENCEBURG

Greendale
Lawrenceburg Consolidated
High

LEAVENWORTH

Leavenworth Public Schools

MARION

Clayton Brownlee
Emerson Elementary

MICHIGAN CITY

Central
James Whitcomb Riley
Lakeland
Park

NOBLESVILLE

Conner

RICHMOND

Warner

SCOTTSBURG

Scottsburg Elementary

SOUTH BEND

Our Lady of Hungary
Stuckey

TERRE HAUTE
Sandison
Thompson

Kentucky

JEFFERSON COUNTY

Camp Taylor
Eastern High
Fern Creek High
Great House
Hawthorne Elementary
Hikes Graded
Jefferson Jacobs
Jeffersontown
Kerrick Elementary
Lyndon Consolidated
Melbourne Heights
Middletown Grade
O'Bannon
Okolona Elementary
Orville J. Stivers

LOUISVILLE

Ahrens Trade High
Benjamin Franklin
California
F. T. Salisbury
George Rogers Clark
George Washington
George W. Morris
Henry Clay
I. N. Bloom
James Russell Lowell
John B. McFerran
John C. Strother
John H. Heywood
J. Stoddard Johnston
Nannie Lee Frayser
Parkland
Paul Dunbar
Phyllis Wheatley
Samuel Coleridge Taylor
Shawnee High
Virginia Avenue
William H. Perry Sr.

Maryland

BALTIMORE

Armistead Gardens
Gardenville
Sir Robert Eden

Missouri

ST. JOSEPH

Benton High
Blair
Bliss Jr. High
Charles A. Lindbergh
Douglass Elementary
Edison
Eugene Field Elementary
Everett Grade
Floyd Elementary
Hall
Horace Mann
Hosea Elementary
Humboldt

Hyde Elementary
John J. Pershing Elem.
Krug School of Special
Education
Lafayette High
Lincoln
McKinley Elementary
Neely Elementary
Noyes
Sherwood Elementary
South Park
Washington
Webster

New Mexico

CARLSBAD
Otis Elementary
MALAGA
Malaga Elementary

New York

CORNING
Northside Elementary
MAMARONECK
Mamaroneck Junior High
ROME
Central New York School
for the Deaf

Ohio

AKRON
Fairlawn
Forest Hill
John C. Ritzman
Lane
Seiberling
Spicer Demonstration
MIDDLETOWN
Central
Jefferson
Lincoln
Washington Elementary
William Howard Taft
Woodrow Wilson Elem.

Oklahoma

OKLAHOMA CITY
Columbus Elementary
Gatewood Elementary
James A. Garfield
John Adams
Lincoln Elementary
Mayfair Elementary
Nichols Hills Elementary
Rockwood Elementary
West Nichols Hills Elem.
William H. Harrison

Pennsylvania

ERIE
Burton
Garfield Elementary
Glenwood
Harding Elementary
Irving
Jones Elementary

Marshall Elementary
McKinley Elementary
Roosevelt Junior High
Wilson Junior High
PHILADELPHIA
Benjamin Crispin
Bridesburg Public
Dr. John F. McCloskey
Edwin H. Fittler
Grover Cleveland
Henry Armitt Brown
Henry Wadsworth Longfellow
Heston
Horatio B. Hackett
Elementary
James G. Blaine
James Rhoads
Joseph Leidy
Joseph Pennell Elementary
Lewis C. Cassidy Public
M. Hall Stanton
Northeast Village
Paul Laurence Dunbar
Robert E. Lamberton
Rudolph Blankenburg
Rudolph S. Walton
Samuel Gompers Public
Southwark
Stephen A. Douglas
S. Weir Mitchell Public
Thaddeus Stevens
Thomas G. Morton
Thomas K. Finletter
Thomas May Pierce
Thomas McKean
William Cullen Bryant
William C. Longstreth Public
William McIntyre Public
William S. Stokley

Tennessee

DAVIDSON COUNTY
Taylor Stratton

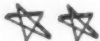
Washington

SEATTLE
Catherine Blaine Jr. High
Van Asselt

Wisconsin

MANITOWOC
Adams
Andrew Jackson
Benjamin Franklin
Cleveland Elementary
Garfield
James Madison Elementary
Jefferson
Lincoln High
McKinley
Washington Junior High
Woodrow Wilson Jr. High
MILWAUKEE
Fifty-Third St.
WEST ALLIS
Longfellow Elementary

Wisconsin (cont.)
WEST ALLIS
 Woodrow Wilson
WHITEHALL
 Whitehall Memorial



SECOND YEAR

Alabama

ANNISTON
 Saks Junior High
BIRMINGHAM
 Baker
 Graymont
 Lakeview
FAIRFAX
 Fairfax
GREENSBORO
 Greensboro Public Schools
KINSTON
 Kinston Public
MOBILE
 Russell Elementary
MONTGOMERY
 Emma MacMillan
 Forest Avenue Elementary
PALMERDALE
 Palmerdale
SVLACAUGA
 Main Avenue
TOWN CREEK
 Hazelwood

Arizona

PHOENIX
 Griffith Elementary

California

ALAMEDA
 St. Joseph's Grammar
BERKELEY
 Emerson Elementary
CAMPBELL
 Rosemary
CASTRO VALLEY
 A. B. Morris
CENTERVILLE
 Centerville Elementary
CONCORD
 Loma Vista Intermediate
GILROY
 Glen View
HAYWARD
 Bret Harte
 Longwood
 Lorenzo Manor
LOS ALTOS
 Covington
MOUNTAIN VIEW
 Escuela Avenue
OAKLAND
 Alexander Hamilton Jr. High
 Anthony Chabot
 Bella Vista
 Bret Harte Junior High
 Castlemont High
 Cole Elementary
 Crocker Highlands
 Daniel Webster
 Elizabeth Sherman
 Elmhurst Junior High
 E. Morris Cox
 Franklin
 Frick Jr. High
 Fruitvale
 Glenview
 Harbor Homes
 Havenscourt Junior High
 Hawthorne
 Hillcrest
 Hoover Junior High
 Jefferson
 Joaquin Miller
 John Swett
 Lakeview
 Laurel
 Lazear Elementary
 Lockwood
 Lowell Junior High
 Luther Burbank
 Manzanita Elementary
 Maxwell Park
 McChesney Junior High
 McClymonds High
 McFeeley
 Montclair
 Oakland High
 Peralta

Roosevelt Junior High
 St. Elizabeth Elementary
 Saint Leo
 Sante Fe
 Tompkins School
 Washington Elementary
 Westlake Junior High
 Whittier Elementary
 Willow Manor
 Woodrow Wilson Jr. High
PIEDMONT
 Edgbert W. Beach
 Frank C. Havens
 Wildwood Elementary
RICHMOND
 El Monte Elementary
 Samuel Gompers High
 Serra Elementary
SAN LEANDRO
 Fairmont School
 James A. Garfield
 McKinley Elementary
 Washington
 Corvallis
 Dayton
 Washington Manor
SAN PABLO
 Riverside Elementary
STOCKTON
 August
 Daniel Webster Jr. High
 Edison High
 El Dorado
 Elmwood
 Fair Oaks
 Franklin High
 Garfield
 George Washington
 Grant
 Grover Cleveland
 Hazelton
 Herbert Hoover
 Jackson
 Jefferson
 John Adams
 John Tyler
 Lafayette
 Lincoln
 Lottie Grunsky
 Luther Burbank
 Madison
 Martin Van Buren
 McKinley
 Monroe
 Munford
 Roosevelt
 St. Gertrude
 Schneider Vocational High
 Stockton College
 Stockton High
 Victory
 Weber
 William Howard Taft
 Woodrow Wilson

Connecticut

BRANFORD
 Laurel Street
EAST HARTFORD
 Meadow
EAST HAVEN
 Overbrook
FAIRFIELD
 Fairfield Woods
GOSHEN
 Goshen Center
GREENWICH
 Byram Elementary
GROTON (MYSTIC)
 Mystic Academy
 S. B. Butler
GROTON (POQUONNOCK BRIDGE)
 Poquonnock Bridge
HAMDEN
 Hamden Hall Country Day
 Mt. Carmel
 Spring Glen
HARTFORD
 New Park Avenue
 West Middle
MANCHESTER
 Waddell
MILFORD
 Central Grammar
NEW BRITAIN
 Benjamin Franklin
 Camp
 Central Junior High
 Chamberlain
 Elihu Burritt
 Israel Putnam
 Lincoln
 Mary Immaculate Academy
 Nathan Hale Jr. High

New Britain Sr. High
 Northend
 P. M. Slater Road
 Robert J. Vance
 Roosevelt Junior High
 St. Joseph's
 Slater Road
 Smalley
 Smith
 Stanley
 Washington Junior High
NEW HAVEN
 Columbus
 Edgewood Avenue
 Edwards Street
 Ezekiel Cheever
 Fair Haven Junior High
 Hamilton Street
 Henry Barnard
 Horace Day
 Lloyd Street
 Morris Cove
 Prince Street
 Simeon E. Baldwin
 Webster
 Winchester Elementary
 Woodward
 Worthington Hooker
ROCKVILLE
 Northeast
STAMFORD
 Belltown
 Katherine T. Murphy
TRUMBULL
 Long Hill
 Middlebrook
WEST HARTFORD
 Charter Oak
WEST HAVEN
 Thompson Elementary

Florida

APOPKA
 Dream Lake Elementary
FORT LAUDERDALE
 Lauderdale Manors
GRENADES CITY
 Greenacres
NORTH MIAMI BEACH
 Fulford Elementary
OCOE
 Ocoee Elem. & Jr. High
ORLANDO
 Audubon Park Elementary
 Delaney
 Edgewater High
 Lake Silver Elementary
 Marks Street
 West Central
ST. PETERSBURG
 Clearview Ave. Elementary
 Norwood Elementary
TAMPA
 B. C. Graham Elementary
 James Madison Jr. High
WINTER GARDEN
 Tildenville Elementary
 Winter Garden Elementary

Georgia

COLLEGE PARK
 Central Elementary
 George F. Longino
EAST POINT
 Central Park
HAVEVILLE
 North Avenue

Illinois

ALTON
 Irving
CANTON
 John Dean
 Kellogg
DECATUR
 H. B. Durfee
 Lincoln
 Oak Grove Elementary
EVANSTON
 Charles G. Dawes
 Children's School, National
 College of Education
 Roscmore
LEWISTOWN
 Lewistown Community High
 Lewistown Elementary
MT. MORRIS
 Mt. Morris Elementary
 Mt. Morris Junior High

Indiana

BLOOMINGTON
 D. Eckley Hunter
 Fairview Elementary

BLUFFTON
 Central Elementary
CEDAR LAKE
 Lincoln
ELKHART
 Beardsley Elementary
 Hawthorne
 Lincoln
 Mary L. Daly
 Middlebury Street
 Monger Elementary
 Rice
 Samuel Strong
 Willowdale
 Weston Elementary
EVANSVILLE
 Central High
 Columbia Elementary
 Daniel Wertz
 Francis Joseph Reitz High
 Fulton
 Glenwood Elementary
 Harper
 Henry Reis Elementary
 John M. Culver
 Rheinlander
 Stanley Hall
 Wheeler Elementary
FT. WAYNE
 Anthony Wayne
 Forest Park
 Frances Slocum
 Hamilton
 Harmar
 Harrison Hill
 McCulloch
 South Wayne
FRANKFORT
 Woodside
GARY
 Ambridge
 Beveridge
 Charles R. Drew
 The Daniel Webster
 Emerson High
 Franklin
 Frederick Douglass
 Froebel
 George Washington Carver
 George Washington
 Glen Park
 Horace Mann
 Ivanhoe
 Jefferson
 Lincoln
 Miller
 Pulaski
 Roosevelt High
 Thomas A. Edison
 Tolleston
HAMILTON
 Hamilton Public
HAMMOND
 George Rogers Clark
 Lafayette
 Warren G. Harding
 Washington Irving Jr. High
HARDINBURG
 Hardinsburg
HUNTINGTON
 Horace Mann
INDIANAPOLIS
 Fleming Garden
 Henry Wadsworth Longfellow
 Merle Sidener
KOKOMO
 Pettit Park
LA CROSSE
 LaCrosse High
LAFAYETTE
 Highland Grade
 Longlois
LA PORTE
 Central Jr. High
 Lincoln
 Maple
 Park
 St. Peter's
LAWRENCEBURG
 Central
MARION
 Horace Mann Elementary
 John Lewis McCulloch
MICHIGAN CITY
 Eastport
 Garfield
 Isaac C. Elston Jr. High
 Marsh
NEW ALBANY
 Silver Street
OSCEOLA
 Osceola Schools
SCOTTSBURG
 Vienna Elementary
SEYMOUR
 Emerson

SHELBYVILLE
Thomas A. Hendricks
SOUTH BEND
Benjamin Franklin
Maple Lane
St. Matthews
TERRE HAUTE
Thornton Junior High

Iowa

ALTOONA
Altoona High
BURLINGTON
Washington
William Salter
LAKE CITY
Lake City Community Schools
NEWTON
Aurora Heights Grade
Lincoln
Woodrow Wilson
OTTUMWA
Irving Elementary
Lincoln Elementary
SEYMOUR
Seymour Public
SIOUX CITY
Bryant
Central High
Cooper Elementary
Crescent Park
Emerson
Everett
Hobson
Hopkins Elementary
Joy
Lincoln Elementary
Longfellow
Lowell
McKinley
Riverview
Roosevelt
Smith
Washington Grade
Webster Elementary
West Junior High
Whittier
WEBSTER CITY
Washington Central Jr. High
WEST LIBERTY
Springdale Consolidated

Kansas

WETMORE
Wetmore Rural High
WICHITA
Clark Elementary

Kentucky

JEFFERSON COUNTY
Alice Waller Elementary
Forest
John J. Audubon
John H. Chenoweth
Kosmosdale Elementary
Mayne S. Waggener Jr. High
Penile Elementary
Rockford Lane Elementary
Sallie Phillips Durrett Jr. High
Southern High
Valley Elementary
Valley High
LEXINGTON
Harrison Elementary
LOUISVILLE
Albert S. Brandeis
Atherton High
Benjamin Bannecker
Central High
Charles D. Jacob
du Pont Manual High
Ellen C. Semple
Emmet Field
Frederick Douglass
Gavin H. Cochran
Hazelwood Elementary
Highland Park
Hiram Roberts
Jackson Junior High
James M. Bond
J. B. Atkinson
Lincoln
Longfellow
Mary B. Talbert
Mary D. Hill
Nicholas Finzer
Portland
Sallie B. Rutherford
Samuel D. Jones
Stephen Foster
Theodore Roosevelt
Victor H. Engelhard
William R. Belknap

Louisiana

NEW ORLEANS
Our Lady of Good Counsel

Maryland

BALTIMORE
Mordecai Gist
Phyllis Wheatley

Massachusetts

ARLINGTON
Cutter
Parmenter
BONDSVILLE
Bondsville Grammar
EAST LONGMEADOW
Birchland Park
Center
Pleasant View
FALL RIVER
Coughlin
Daval
James Tansey
Robeson
Samuel Longfellow
Samuel Watson Grammar
Spencer Borden
William Connell
PALMER
Park Street
THORNDIKE
Thorndike Grammar
WILBRAHAM
Pines

Michigan

HAMTRAMCK
Copernicus Elementary
MT. PLEASANT
Fancher
Ganard Elementary
Longwood
SHEPHERD
Shepherd Public

Mississippi

BROOKHAVEN
Brookhaven Elementary
GREENWOOD
Greenwood Junior High
W. C. Williams
GULFPORT
North Central
Northeast
HATTIESBURG
Lamar
JACKSON
Emma French
Henry L. Whitfield

Missouri

INDEPENDENCE
Rock Creek Elementary
ST. JOSEPH
Mark Twain

Montana

GREAT FALLS
Elementary Public Schools

Nebraska

NORFOLK
Victory

Nevada

LAS VEGAS
J. D. Smith
John S. Park
SPARKS
Kate M. Smith
Sparks Intermediate

New Jersey

RAHWAY
Columbian

New Mexico

CARLSBAD
Monterrey Elementary

New York

ELMONT
Covert Avenue
MARATHON
Marathon Central
North Dakota
JAMESTOWN
Jamestown High
Ohio

AKRON
Betty Jane
EUCLID
Benjamin Franklin Elem.
Euclid Central
Euclid Central Jr. High
Euclid Senior High
Noble Elementary
Roosevelt
Shore Junior High

In the school plant during 1955, accidents happened most frequently in organized athletics, principally football and basketball. Accidents in auditoriums and classrooms were next, with shops third.

Going to and from school, accidents on streets and sidewalks occurred most frequently (principally falls). Motor vehicle accidents were next. At home, falls predominated.

—Accident Facts 1956 Edition

Thomas Jefferson Elem.
Upon Elementary
HAMILTON
Adams Elementary
Jackson
Polk Elementary
Roosevelt Jr. High
MIDDLETOWN
Garfield
Holy Trinity
Sherman Elementary

Oklahoma

OKLAHOMA CITY
Belle Isle Elementary
Carey
Carver Elementary
Central Jr.-Sr. High
Edgemere
Hawthorne Elementary
Lakeside
Lee Elementary
Millard Fillmore
Thomas A. Edison Elem.
William Jennings Bryan

Oregon

MEDFORD
McLoughlin Junior High

Pennsylvania

EASTON
Palmer Township Consol.
ERIE

Burns Elementary
Edison Elementary
Gridley Junior High
Grover Cleveland Elem.
Jefferson Elementary
John C. Diehl Elem.
Longfellow Elementary

HAZLETON

St. Gabriel's
PHILADELPHIA
Abigail Vare
A. K. McClure
Alexander Adaire
Alexander Wilson
Alice Cary Elem. Public
Andrew Jackson
Andrew J. Morrison
Anna Blakiston Day
Barratt Junior High
Benjamin B. Comegys Pub.
Benjamin Franklin Elem.
Charles Carroll
Charles W. Henry
City Center
Edgar Allen Poe
Edwin M. Stanton
Eleanor Cope Emien
Elverson
Fairhill
F. Amédée Brégy
Fox Chase Elementary
Francis Scott Key
Franklin Smedley
General George G. Meade
General Philip Kearny
George Chandler
George McCall Elem.
George Sharwood
Gilbert Spruance
H. Josephine Widener Pub.
Isaac A. Sheppard
James J. Sullivan
J. Hampton Moore
John E. Stetson Jr. High
John Hancock
John H. Taggart Public

John Welsh Public
Joseph C. Ferguson
Joseph H. Brown
Joseph W. Catharine
Kennedy Crossan
Lawndale
Morton McMichael
Oliver Wendall Holmes
Overbrook Elementary Public
Penn Treaty Junior High
Richmond
Robert Fulton
Roxborough High
Samuel B. Huey
Samuel S. Fels Jr. High
Spring Garden Elementary
Thomas FitzSimons Jr. High
Thomas Holme Elementary
William B. Hanna
William F. Harry
William Henry Harrison
William H. Hunter
William McKinley Public
William T. Tilden Junior
Willis and Elizabeth Martin
Woodrow Wilson Junior High

PITTSBURGH

Alice M. Carmalt
Allegheny High
Allegheny Vocational High
Allen
American Avenue
Arsenal Elementary
Baxter Junior High
Beechwood Public
Belmar
Beltzhoover
Brookline
Burgwin Elementary
Chatham
Clayton Elementary
Colfax
Columbus Elementary
Concord
Crescent
Daniel Webster
Dilworth
East Park Elementary
East Street
Fineview
Forbes
Friendship
Fulton Elementary
Gladstone Elementary &
Junior High
Greenfield
Halls Grove
Harwood
Henry Clay Frick
Herron Hill Junior High
Holmes
Horace Mann
Humboldt Elementary
John Morrow
Knoxville Elementary
Larimer
Lemington
Letcher
Liberty Elementary
Lincoln
Linden
Madison Elementary
Mary J. Cowley
McCleary
Morningside
Morse
Oakwood
Overbrook Elementary

Pennsylvania (cont.)

PITTSBURGH
Prospect Elementary
Regent Square
Roosevelt
Schaeffer
Schiller
Soho Elementary
South High and South
Vocational
Spring Garden
Spring Lane
Sterrett
Sunnyside
Troy Hill
Westinghouse Junior-Senior
High
West Liberty
Whittier
W. H. McKelvy Elementary

Tennessee

DAVIDSON COUNTY
Inglewood
Jere Baxter
Stanford
KINGSFORD
Andrew Johnson
NASHVILLE
Buena Vista Elementary
Caldwell
Carter-Lawrence Elementary
Glenn
James Lipscomb Elementary
McCann
Napier
Park Avenue Elementary
Warner
OAK RIDGE
Glenwood
Robertsville Junior High

Texas

AMARILLO
Amerson Elementary
Forest Hill Elementary
Hilltop Elementary
Humphrey's Highland
Elementary
Lee Bivins Elementary
Margaret Wills Elementary
Mirabeau B. Lamar
Elementary
Pleasant Valley Elementary
Robert E. Lee Elementary
Sanborn Elementary
Summit Elementary
Sunrise Elementary
Wilson Elementary
Woffin Elementary
DALLAS
James Stephen Hogg
John Henry Brown
John Neely Bryan
Lakewood Elementary
Letot Elementary
Roger Q. Mills
Tom W. Field Elementary
Winnetka Elementary
DFNTON
North Texas Laboratory
LUBBOCK
Tom S. Lubbock High

Utah

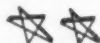
LOGAN
Woodruff

Virginia

ALEXANDRIA
George Mason Elementary

Wisconsin

LODI
Lodi Public Schools
MILWAUKEE
Lee



FIRST YEAR

Alabama

BIRMINGHAM
Linn Elementary
Wenonah High
FAIRFIELD
Fairfield Industrial High
LANETT
Huguley
Lanett Elementary
Lanett High

LONGDALE

Lafayette Lanier
MOBILE
Booker T. Washington
Junior High
MONTGOMERY
Highland Gardens
William R. Harrison
MOULTON
Moulton Elementary
RIVER VIEW
River View Public
SHAWMUT
Shawmut
SHELLHORN
Shellhorn Junior High

Arizona

TUCSON
Tucson Public Schools

California

ALAMEDA
William G. Paden Elem.
BALDWIN PARK
Vineland
BENTON
Benton Elementary
BERKELEY
Berkeley High
CAMPBELL
Monroe
CENTERVILLE
Allen G. Norris
CERES
Caswell Elementary
Central
CLAYTON
Mt. Diablo Elementary
CONCORD
Clayton Valley Elem.
Crawford Village Elem.
Glenbrook Intermediate
Mt. Diablo High
Pleasant Hill Intermediate
Williams Elementary
DECOTO
Decoto Elementary
HAYWARD
El Portal
Sunset
LINDEN
Linden Elementary
LOCKEFORD
Lockeford Elementary
LODI
Needham Elementary
MANTECA
Calla Elementary
Lincoln
Lindbergh
Yosemite
MODESTO
Bret Harte Elementary
Burbank Elementary
El Vista Elementary
Ensen
Fairview Elementary
Franklin Elementary
James Marshall
John Muir Elementary
John Sutter Elementary
John C. Fremont
Lincoln Elementary
Mark Twain Junior High
Modesto High
Modesto Junior College
Orville Wright Elementary
Roosevelt Junior High
Shackelford Elementary
Thomas Downey High
Tuolumne Elementary
Washington Elementary
William Henry Garrison
Elementary
Wilson Elementary
OAKLAND
Auditorium Village
Dewey Elementary
Durant
Golden Gate Elementary
Golden Gate Junior High
Highland
High Street Homes
Oakland Junior College—
Laney Trade—Technical
Division
Oakland Junior College—
Liberal Arts—Merritt
School of Business
Sequoia Elementary
Sheffield Village
Sobrante Park
Stonehurst

The Honor Roll list included only 30 schools when it was established in 1945. Today, there are 2,488.

From every state in the union, from Panama, and over to Hawaii, schools are upgrading their safety education programs—so that their pupils will one day be equipped to face the future as responsible adults cognizant of their role in the life of the community.

Colorado

GRAND JUNCTION
Emerson
ROCKY FORD
Rocky Ford High

Connecticut

BOLTON
Bolton Elementary
BRIDGEPORT
Lincoln Elementary
BROOKLYN
Brooklyn Elementary
CHESTER
Chester Elementary
COLCHESTER
Central
DANIELSON
Killingly High
DARIEN
Baker
Hindley Elementary
Hollow Tree
Holmes
Royle
DEEP RIVER
Deep River Elementary
Valley Regional High
DEVON
Devon Grammar
EAST HARTFORD
Hockanum Elementary
Silver Lane
EAST NORWALK
Marvin
EAST WINDSOR
Broad Brook
ESSEX
Essex Elementary
FAIRFIELD
Oldfield
Roger Sherman
FARMINGTON
Noah Wallace
FARMINGTON (UNION-VILE)
Union Elementary
GLASTONBURY
Academy
Buttonball Lane
Eastbury
Glastonbury High
High Street
Naubuc
GREENWICH
Hamilton Avenue
GREENWICH (RIVERSIDE)
Eastern Junior High
GROTON (POQUONNOCK BRIDGE)
Claude M. Chester
Fort Hill
HAMDEN
Alice Peck
Centerville Elementary
Church Street
Dunbar Hill
Helen Street
Margaret L. Keefe
State Street
HAMPTON
Hampton Consolidated
HARTFORD
Noah Webster Elementary
KENT
Kent Center

PITTSBURG

Ambrose Elementary
Bel Air Elementary
Riverview Intermediate
PLEASANT HILL
Oak Park Elementary
PORT CHICAGO
Bay Point Elementary
RESEDA
Sequoia Junior High
RICHMOND
Cameron
De Anza High
Granada Junior High
SAN ANDREAS
San Andreas Elementary
SAN FRANCISCO
Abraham Lincoln High
SAN LEANDRO
Ashland
Bancroft Junior High
Roosevelt
St. Leander's
SAN LORENZO
Bay School
Del Rey Elementary
Grant
Lewelling Elementary
Linda Vista
SAN PABLO
Rancho Elementary
STOCKTON
Lincoln Elementary
Nightingale
TRACY
Naglee Elementary
TURLOCK
Mt. View Elementary
VALLEJITO
Vallecito
WALNUT CREEK
Walnut Creek Elementary
WOODBIDGE
Woods

Canal Zone

ANCON
Ancon Elementary
BALBOA HEIGHTS
Balboa Elementary
Balboa High
COCOLI
Cocoli Elementary
CRISTOBAL
Cristobal Elementary
Cristobal Jr.-Sr. High
Rainbow City Elementary
Rainbow City High
DIABLO
Diablo Elementary
FT. KOBBE
Ft. Kobbe
GAMBOA
Gamboa Elementary
Santa Cruz
GATUN
Chagres Elementary
Gatun Elementary
LA BOCA
La Boca Elementary
La Boca High
MARGARITA
North Margarita
South Margarita
PARAISO
Paraíso Latin American
PEDRO MIGUEL
Pedro Miguel

LAKEVILLE
Salisbury Central
LITCHFIELD
Wamogo Regional High
MADISON
Hand High
Madison Elementary
MANCHESTER
Bowers
Verplanck
MIDDLETOWN
Bielefield
Eckersley-Hall
Farm Hill
Hubbard
Long Hill
Middletown High
Westfield
West Side
Wilbert Snow
MILFORD
Calf Pen Meadow
Fort Trumbull
Kay Avenue
Meadowside
Orange Avenue
Point Beach
Pumpkin Delight
Walnut Beach
NAUGATUCK
Central Avenue
Cross Street
Hop Brook
Naugatuck High
Prospect Street Elementary
Salem
Western
NEW BRITAIN
Holy Cross
St. Maurice Junior High
St. Matthew's Lutheran
NEW HAVEN
Dwight
Kimberly Avenue
Nathan Hale
NORTH CANAAN
North Canaan Elementary
NORTH HAVEN
Center Elementary
Ridge Road
Temple Street
NORWALK
Broad River
Brookside
Center Junior High
Fitch
Jefferson
Kendall
Lincoln-Columbus
Norwalk High
Roger Ludlow Elementary
Tracey
West Avenue
Winnipank
OLD LYME
Old Lyme
PLYMOUTH
Plymouth Center
ROCKVILLE
Maple Street
ROGERS
Goodyear Elementary
ROWAYTON
Rowayton
SEYMOUR
Annex
Center
Maple Street
Bungay
SHARON
Sharon Center
SHELTON
Lafayette
SOUTHBURY
Southbury Consolidated
Southbury Jr.-Sr. High
SOUTH NORWALK
Benjamin Franklin
Junior High
Washington
SPRAGUE
Sayles Elementary
STAMFORD
Burdick Junior High
Cloonan Junior High
Franklin
Glenbrook
Hart
John J. Ryle
Julia A. Stark
Martha W. Hoyt
Newfield
Rice
Rogers

Roxbury Elementary
Springdale
Stevens
Walter Dolan Jr. High
Westover
Willard
STRATFORD
Stony Brook
TERRYVILLE
East Main Street
Prospect Street
Terryville High
THOMASTON
Grove Street
THOMPSON
Thompson Hill
West Thompson
THOMPSON (MECHANICS-
VILLE)
Mechanicsville School
THOMPSON (NO. GROSV-
NORDALE)
No. Grosvenordale
Tourtelotte Mem. High
Wilsonville
THOMPSON (QUINEBAUG)
Fabyan School
TORRINGTON
East
Forbes
Migeon Avenue
North
Riverside
South
Southeast
Southwest
Torrington High
Torrine Ford
TRUMBULL
Booth Hill
Center
Edison
Nichols
Park Lane
WAPPING
Wapping Elementary
WATERBURY
Banker Hill
Driggs
Hendrickson
Leavenworth High
Maloney
Roosevelt
Woodrow Wilson
WESTBROOK
Westbrook
WEST CORNWALL
Cornwall Consolidated
WEST HARTFORD
Beach Park
King Philip
Louise Duff
Webster Hill
WEST HAVEN
Lincoln
Washington
WEST WILLINGTON
Willington Center
Hall Memorial
WINDSOR
Poquonock Elementary
WOLCOTT
Amos Bronson Alcott
WOODBURY
Annex
Mitchell
Woodbury Elementary

Delaware

WILMINGTON
Charles Richard Drew

Florida

ALTURAS
Alturas Elementary
APOPKA
Apopka Memorial High
AUBURNDALE
Auburndale Primary
BARTOW
Bartow Elementary
Bartow High
Union Academy Elem.
BRANDON
Walter S. Yates Elementary
BREWSTER
Brewster Elementary
and Junior High
CANTONMENT
Jim Allen Elementary
CHIPLEY
Kate M. Smith Elem.
CLEARWATER
North Ward

DANIA
Dania Elementary
DUNDEE
Dundee Elementary and
Junior High
EAGLE LAKE
Eagle Lake
FT. LAUDERDALE
Broward Estates Elem.
Harbordale Elementary
North Side
South Side Elementary
Sunset
Walker Elementary
West Side Grade
FORT PIERCE
Lincoln Park Academy
St. Lucie Primary
FROSTPROOF
Frostproof Elementary
GOTHA
Gotha Elementary
GOULDS
Arthur and Polly Mays
Elementary High
GULFPORT
Gulfport Elementary
HAINES CITY
Central Elementary
Eastside Elementary
Haines City High
Haines City Junior High
HOLLYWOOD
Hollywood Central
JACKSONVILLE
Fishweir Elementary
Ortega
KEY WEST
Poinciana
LAKELAND
Central Avenue
Cleveland Court
Lakeland High
Lakeland Junior High
Lake Morton
Lime Street Elementary
Medulla Elementary and
Junior High
LAKE WALES
Hillcrest
Polk Avenue Elementary
MAITLAND
Maitland Hill
MIAMI
Booker T. Washington High
MIAMI SPRINGS
Glenn H. Curtiss Elementary
MILTON
Munson High
MULBERRY
Mulberry Elementary
OPA-LOCCA
Bunche Park Elementary
ORLANDO
Azalea Park Elementary
Holden Street Elementary
Howard Junior High
Kaley Elementary
Memorial Junior High
Pine Hills Elementary
Robert E. Lee Junior High
Union Park Elementary
PENSACOLA
Annie E. McMillan
West Pensacola Elementary
ST. PETERSBURG
Harris Elementary
Roser Park Elementary
Woodlawn Elementary
SANFORD
South Side Primary
TAMPA
Cleveland
Lake Magdalene
Thomas Jefferson High
Twin Lakes
WARRINGTON
Warrington Elementary
WINTER HAVEN
F. E. Brigham Elementary
Fred G. Garner Elementary
South Winter Haven
Winter Haven Senior High
WINTER PARK
Webster Avenue Elementary

Georgia

ATLANTA
Anne E. West
Brown High
Evan P. Howell
Fulton High
George W. Adair
Henry Rutherford Butler
Highland

Laura Haygood
Sylvan Mills High
William F. Hardnett
EAST POINT
Parklane
FAIRBURN
Cedar Grove
WEST POINT
West Point Elementary

Illinois

ARLINGTON HEIGHTS
Arlington Heights High
ASTORIA
Astoria Grade
Astoria High
Bader Grade
Sumnum Grade
AVON
Avon Elementary
Avon High
Greenbush Elementary
Lincoln Elementary
BRYANT
Bryant Grade
CANTON
Anderson
CARY
Cary Consolidated
CANTON
Central
CHICAGO
A. E. Canty Elementary
Gordon Technical High
Nathaniel Pope
CROSSVILLE
Crossville Community
CUBA
Cuba Grade
DECATUR
E. A. Gastman
Garfield
Oakland
Effingham
East Side
ELMHURST
Emerson
FARMINGTON
Chapman
Farmington Public Elem.
Harris
Junior High
LEWISTOWN
Five Five
LIMA
Lima Grade
MENDON
Mendon Grade
Unity High
MIDDLE GROVE
New Liberty
OAK PARK
Oak Park, River Forest High
PARK RIDGE
Sanford E. Merrill
PEORIA
Blaine Sumner
Douglas
Franklin
Garfield Elementary
Greeley Elementary
Harrison
Kingman
Lee
Lincoln
Longfellow Elementary
McKinley Elementary
Reservoir
Trewyn Junior High
Tyng
Washington
Webster
White
QUINCY
Adams
Berrian
Dewey Elementary
Emerson
Franklin
Irving
Jackson
Jefferson
Lincoln
Madison Elementary
Quincy Junior High
Quincy Senior High
Washington
Webster
ST. AUGUSTINE
St. Augustine Elementary
SPRINGFIELD
Dubois
McClernand
URSA
Ursa Grade

Indiana

BATESVILLE
Batesville Elementary
BLUFFTON
Columbian
BOONVILLE
Ella Williams
EAST CHICAGO
Washington Elementary
EVANSVILLE
Baker Elementary
Chestnut-Walnut
Fairlawn
Lodge
Tekoppel
Third Avenue
Union Township
FORT WAYNE
Adams Junior High
Hanna
John S. Irwin
Lakeside
Nebraska
Rudisill Public
St. Joseph Central
Washington Township
Waynedale
GARY
Union School
William A. Wirt
HAMMOND
Lincoln Elementary
Riverside
Thomas Jefferson Elem.
HARLAN
Springfield Township
HUNTINGTON
Central
John Tipton
State Street
INDIANAPOLIS
Daniel T. Weir
Eleanor Skillen
Nebraska Cropsey
Riverside
Rousseau McClellan
School #84
Stephen Collin Foster
Susan Roll Leach
Thomas Gregg
Spring Hill
LACONIA
Laconia
LAFAYETTE
Crouch
LA PORTE
Hailmann
Tenth Street
LITTLE YORK
Gibson Township Elem.
MARION
Highland Avenue
MICHIGAN CITY
Benjamin Harrison
Edgewood
Jefferson
NEW ALBANY
West Spring Street
NOBLESVILLE
Second Ward Elementary
PEKIN
Martinsburg
PUTNAMVILLE
Putnamville
RICHMOND
Vaile
ROANOK
Jackson Township High
ROYAL CENTER
Royal Center Elementary
SCHERERVILLE
Schererville
SOUTH BEND
James Monroe
VALERONIA
Vallonia
WASHINGTON
Saint Simon

Iowa

AMES
Roosevelt
ARNOLDS PARK
Arnolds Park Consol.
AURELIA
Aurelia Community
CARLISLE
Carlisle Consolidated
CEDAR RAPIDS
All Saints
Buchanan
Cleveland
Erskine
Franklin High
Garfield
Grant Wood Elementary

Harrison Elementary
Hayes
Herbert Hoover Elem.
Immaculate Conception
Jackson
Kenwood Elementary
Lincoln
McKinley High
St. Matthews
Van Buren
Wilson High
Wright
CHESTER
Chester Independent
DAVENPORT
Davenport High
DES MOINES
Canary Lake
DUNLAP
Dunlap Public
DYSART
Dysart High
ELDORA
Eldora Community
EXIRA
Exira Community
GLIDDEN
Glidden Consolidated
KEOKUK
Garfield
Jefferson
Keokuk Junior High
Keokuk Senior High
Lincoln
Wells-Carey
Torrence
Washington-Central
Elementary
LAKE PARK
Excelsior Township
Consolidated
LE MARS
Central High
Clark Elementary
Franklin
MARENGO
Marengo Elementary
Marengo Junior High
Marengo Senior High
MONROE
Monroe Community
MORLEY
Morley Consolidated
OCHEYEDAN
Ocheyedan Indep.
School District
ONAWA
Lark
West
OTTUMWA
Franklin
POCAHONTAS
Pocahontas Public
RED OAK
Jefferson
Washington
Webster
RHODES
Rhodes Consolidated
RICHLAND
Richland Independent
SHENANDOAH
Broad Street
Central
Fifth and Sixth Grade
Church Street
Lowell Avenue
SIoux CITY
Bancroft
East Junior High
East High
Floyd
Franklin
Grant Elementary
Hawthorne Elementary
Hunt
Irving
Leeds High
North Junior High
Woodrow Wilson Jr. High
SPIRIT LAKE
Spirit Lake Independent
Consolidated
STORM LAKE
North
South
West
TERRIL
Terril Consolidated
TRAEER
Traer Public
TWIN GROVE
Highview Consolidated
VILLISCA
Villisca Elementary
Villisca High
Villisca Junior High

To order a check list for your school,
fill out the order blank at the bottom
of page 34, and mail it to Ivan L.
Eland, National School Safety Honor
Roll, National Safety Council, 425
No. Michigan Avenue, Chicago 11,
Illinois.

Kansas

EL DORADO
El Dorado Junior High
WICHITA
Caldwell Elementary
Waco Elementary

Kentucky

JEFFERSON COUNTY
Alex R. Kennedy
Cane Run Elementary
Goldsmith Elementary
Henry B. Schaffner
Elementary
James H. Bates
St. Mathews Elem.
LEXINGTON
Abraham Lincoln Elementary
Arlington Elementary
Ashland Elementary
Booker T. Washington
Christ the King
Constitution
Dunbar Jr. & Sr. High
George W. Carver
G. P. Russell Elementary
Henry Clay High
Jefferson Davis
Johnson Elementary
Lexington Junior High
Maxwell Street
William Morton Jr. High
LOUISVILLE
Beechmont Elementary
Booker T. Washington
Bowman Field
Cotter-Duvalle
Eastern Junior High
Emma Dolfinger
George H. Tingley
George McClellan
Isaac Shelby
John Marshall
Louisville Male High
Margaret Merker
Rubel Avenue
Shawnee Elementary
Southern Junior High
NEWPORT
Academy Notre Dame of
Providence

Louisiana

NEW ORLEANS
Edward Hynes
Gentilly Terrace
George Washington
Jean Baptiste le Moyne de
Bienville
Marquis de Lafayette
Elementary
McDovogh
Robert E. Lee
Saint Agnes
St. Dominic
St. Frances Cabrini
William C. C. Claiborne
WEST MONROE
West Monroe High

Maine

LIMESTONE
Damon Elementary
SKOWHEGAN
Academy

Maryland

BALTIMORE
Beechfield Elementary
Betsy Ross

Booker T. Washington
Junior High
David E. Weglein
Harriet Beecher Stowe
Junior High
Leithwalk
Louisa May Alcott
Lyndhurst
Mary E. Rodman
William Fell Elementary

Massachusetts

CHELSEA
Shurtliff
EAST LONGMEADOW
Mapleshade
FALL RIVER
Charles V. Carroll Elem.
Fowler
Harriet T. Healy
Henry Lord Junior High
Highland
James Madison Morton
Junior High
James M. Aldrich
John J. Doran
William J. Wiley
HOLYOKE
Elmwood Elementary
Joseph Metcalf Elem.
H. B. Lawrence
Highland
Holyoke Trade High
Kirtland
Morgan
South Chestnut Street
Springdale
West Street
William Whiting
INDIAN ORCHARD
Indian Orchard Elem.
NEW BEDFORD
New Bedford High
PALMER
Quabaug
PITTSFIELD
Abby Lodge
Allendale
Briggs
Crane
Dawes Elementary
Egremont
Hibbard
Highland
Joseph Tucker
Mercer
Morewood
North Junior High
Pittsfield High
Pittsfield Vocational High
Plunkett
Pomeroy
Pontoosuc Elementary
Redfield
South Junior High
S. L. Russell
Stearns
William B. Rice
William F. Bartlett
SPRINGFIELD
Eastern Avenue
Frederick Harris
Glenwood
Hiram L. Dorman
Liberty
Mary O. Pottenger
Robert O. Morris
School Street
Tapley
Warner

THREE RIVERS
Three Rivers Grammar

Michigan
MT. PLEASANT
Kinney

Minnesota
DULUTH
Bryant Elementary
Central High
Chester Park
Cobb Elementary
Congdon Park
Denfeld Senior High
Duluth East High
Ely Elementary
Emerson Elementary
Endion Elementary
Ensign Elementary
Fairmont Elementary
Franklin Elementary
Grant Elementary
Irving Elementary
Jackson Elementary
Jefferson Elementary
Kenwood Elementary
Lakeside Elementary
Lester Park Elementary
Lincoln Elementary
Lincoln Junior High
Longfellow Elementary
Lowell Elementary
Merritt Elementary
Morgan Park Elementary
Morgan Park Junior High
Morgan Park Senior High
Munger Elementary
Nettleton Elementary
Park Point Elementary
Piedmont Elementary
Riverside Elementary
Stowe Elementary
Stowe Junior High
Washburn Elementary
Washington Junior High
West Junior High
FARIBAULT
Garfield Public Schools

Mississippi
BROOKHAVEN
Mamie L. Martin Elem.
GULFPORT
Bayou View Elementary
JACKSON
Mary Belle Key Elem.
Ollie M. Bradley Elem.

Missouri
AFTON
Afton Junior High
KANSAS CITY
Pitcher
Center Annex Elementary
ST. JOSEPH
Central High
Christian Brothers High
Convent of the Sacred Heart
Holy Rosary
Immaculate Conception
St. Francis Xavier
St. James
St. Joseph's Cathedral
St. Mary's
St. Patrick
St. Stanislaus
Saints Peter and Paul

Nebraska
LINCOLN
Bancroft
Belmont Elementary
Bethany Elementary
Blessed Sacrament
Capitol Elementary
Cathedral
Clinton
Eastridge Elementary
Elliott Elementary
Everett Junior High
Harelock Elementary
Hartley
Hawthorne
Holmes Elementary
Holy Family
Huntington
Park
Prescott
Randolph Elementary
Riley
Saratoga
Sheridan
Southeast Jr.-Sr. High
Whittier Junior High

Nevada
RENO
Peavine Elementary

New Jersey
BARNEGAT
Barnegat Grade
BEDMINSTER
Bedminster
BLOOMFIELD
Berkeley
BROOKSIDE
Mendham Township
CHATHAM TOWNSHIP
Lafayette Avenue
CLARKSBORO
East Greenwich Township
CLARK TOWNSHIP
Charles H. Brewer
CLEMENTON
Westmont
CLIFTON
Clifton
COLLINGSWOOD
Frank M. North
Robert Zane
William F. Tateam
EAST PATERSON
Gilbert Avenue
ELIZABETH
Elmora
Madison Monroe
EMERSON
Emerson Public
EWING TOWNSHIP
Ewing Park Primary
PORT LEE
Fort Lee Public
GIBBSTOWN
Greenwich Township
GLEN RIDGE
Linden Avenue
HACKENSACK
Fairmont
HALEDON
Absalom Grundy
Kossuth Street
HAMILTON SQUARE
Hamilton Square
HAMMONTON
Folsom
HASKELL
Haskell Public
HIGHLAND PARK
Hamilton
Irving
HILLSIDE
George Washington
Hillside Avenue
HOBOKEN
Joseph F. Brandt
IRVINGTON
Madison Avenue
Myrtle Avenue
JERSEY CITY
J. W. Wakeman
LAKE HIAWATHA
Lake Hiawatha
LAKEHURST
Lakehurst Elementary
LAKEWOOD
Clifton Avenue Grade
Ella G. Clarke
LAURENCE HARBOR
Memorial
LINCROFT
Lincroft Elementary
LINDEN
Linden Junior High
Linden
Myles J. McManus
School #1
School #2
School #4
School #5
School #6
School #7
School #8
LITTLE FERRY
Washington
Wilson
LIVINGSTON
Hillside
LYNDHURST
Franklin
Washington
MANASQUAN
Manasquan Elementary
MARGATE CITY
Granville Avenue
Union Avenue
MARLBORO
Marlboro Grammar
METUCHEN
San Hills

MICHLETON
East Greenwich Township
MONTCLAIR
George Inness Junior High
Watchung
MORGANVILLE
Morganville
MOUNTAINSIDE
Central Avenue
Route 22
MT. ROYAL
East Greenwich Township
NEWARK
Bragav Avenue
Oliver Street
South Seventeenth Street
NORTH ARLINGTON
Franklin D. Roosevelt
George Washington
NORTHVALE
Nathan Hale
ORANGE
Heywood-Tremont
PAULSBORO
Billingsport
PENNSAUKEN
Benjamin Franklin
Collins Tract
PLAINSBORO
A. K. Rowan
PLAINFIELD
Clinton
PINE HILL
Pine Hill
PLEASANTVILLE
Pleasantville Junior High
PLUCKEMIN
Pluckemin
POTTERSVILLE
Pottersville
RAHWAY
Washington
RIVERDALE
Riverdale Public
ROBINNSVILLE
Robbinsville Elementary
ROSELLE PARK
Aldene
Roselle Park High
Roselle Park Junior High
SADDLE BROOK
Cambridge
Franklin
Washington
SCOTCH PLAINS
Evergreen and School #3
SOMERDALE
Somerdale Grade
STILLWATER
Stillwater Township
Consolidated
TEANECK
Washington-Irving
TRENTON
Alfred Reed
De Cou
Eugene S. Willey
Farmingdale
Greenwood
Gregory
Joseph Stokes Memorial
Junior High School #2
Junior High School #3
Junior High School #4
Kisthardt
Klockner Elementary
Kuser Elementary
Lalor
Maple Shade
McGalliard
Parkway
Shackwood
Thomas Jefferson
William G. Cook
TITUSVILLE
Titusville
UNION
Battle Hill
Connecticut Farm's
Hamilton
WASHINGTON
Washington Township
Consolidated
WEEHAWKEN
Woodrow Wilson Jr. High
WEST TRENTON
Fisk
WINFIELD PARK
Winfield Park
WOODBURY
Walnut Street
West End Memorial
YARDVILLE
Yardville

New Mexico
CARLSBAD
Dr. L. H. Pate Elementary
Parkview Cottage
LAS CRUCES
Mac Arthur

New York
ADDISON
Addison Central
CORNING
East Corning
Gibson
South Corning
EGGERTSVILLE
Windermere Boulevard
Elementary
LEVITTOWN
Levittown Memorial High
MOUNT VERNON
Columbus
Lincoln Elementary
Minnie S. Graham
NASSAU
Nassau
REGO PARK
Horace Harding

North Carolina
GARNER
Garner High
LEMON SPRINGS
Greenwood
SANFORD
Deep River
Lee Elementary
New Hope
W. B. Wicker

Ohio
AKRON
David E. Hill
Ferdinand Schumacher
George Barber
Mason
Portage Path
Thomastown Elementary
W. F. Rimer
CINCINNATI
Western Hills High
EUCLID
Lincoln Elementary
EXCELLO
Middletown Amanda
HAMILTON
George Washington
Grant
Hamilton Catholic High
St. Ann
Saint Mary
St. Joseph
LAKEWOOD
Madison Elementary
MIDDLETOWN
Maple Park
Oneida
MONROE
Monroe Elementary
TOLEDO
Bancroft Hills
Edgewater
Franklin
Fulton
Gesu
Glenwood
Heather Downs
Holy Rosary
Immaculate Conception
John E. Guncel
Jones Junior High
Lagrange
Lincoln
Longfellow
Monroe
Navarre
Old Orchard
Pickett Elementary
Roosevelt Elementary
Rosary Cathedral
Sacred Heart
St. Adalbert
St. Agnes
St. Hedwig
St. Mary
St. Pius X
St. Teresa's
Spring
Walbridge
Westfield
Whittier
YOUNGSTOWN
Youngstown Public Schools

Oklahoma
OKLAHOMA CITY
 Chester A. Arthur
 Davis
 Eugene Field
 Harding Jr.-Sr. High
 Lafayette
 Longfellow
 Luther Burbank
TULSA
 Alcott Elementary
 Barnard Elementary
 Bryant Elementary
 Burbank Elementary
 Celia Clinton Elementary
 Charles A. Lindberg
 Charles W. Eliot
 Cherokee Elementary and Junior High
 Daniel Webster High
 Dunbar Elementary
 Grover Cleveland Jr. High
 Hawthorne Elementary
 Jane Addams
 John Koss
 Kendall
 McBurney Elementary
 McKinley Elementary
 Osage Elementary
 Pershing
 Ralph J. Bunche Elem.
 Robertson Elementary
 Sam Houston Elementary
 Sequoyah Elementary
 Sidney Lanier
 South Haven Elementary
 William Penn Elementary
Oregon
GOSHEN
 Goshen Elementary
MEDFORD
 Hedrick Junior High
 Jefferson
OREGON CITY
 Eastham
Pennsylvania
ALBION
 Albion Elementary
ALLENTOWN
 Muhlenberg
ALIQUIPPA
 Five Points Elementary
ANALOMINK
 Analomink
ASPINWALL
 Aspinwall
BETHLEHEM
 Calypso
 Central
 Donegan
 Nitschmann Junior High
 Rosemont
 Washington Junior High
BLOOMSBURG
 William Evans Memorial
BRADFORD
 Custer City Consolidated
 Derrick City Road
BUTLER
 Bon Aire
 West End
CAMBRIDGE SPRINGS
 Cambridge Springs Elem.
CORRY
 Wright
DICKERSON RUN
 East Liberty
EASTON
 George Wolf Jr. High
 Wilson Borough Area Jr. High
ELLWOOD CITY
 Park Gate
ERIE
 Belle Valley Elementary
 Lakewood
 Montclair
 Ridefield Elementary
FREELAND
 Daniel Cox Memorial
GLENSHAW
 De Haven Elementary
HARRISBURG
 E. H. Phillips-Hainlyn
 Lingleston Elementary
 Paxtonia Elementary
HAZLETON
 D. A. Harmon Grade
 Mother of Grace
 St. Joseph Memorial
 St. Stanislaus
HOME
 Rayne Township Consol.
HOUSTON
 Houston

HYDE
 Hyde
JOHNSTOWN
 Oakland
KITTANNING
 East Franklin Township
 Elementary
LANCASTER
 Nathan C. Schaeffer
LANGELOTH
 Langeloth
LANDSALE
 York Avenue
 Green Street
MARS
 Mars Elementary
MARTINS CREEK
 Centerfield
Mc ADAM
 St. Cunegunda's
McKEESPORT
 Green Valley Elementary
MILLERSVILLE
 Campus Laboratory
NEW CASTLE
 Hickory Heights Elem.
NORTHUMBERLAND
 Spruce Hollow
ORELAND
 Enfield Elementary
PECKVILLE
 Lincoln
PHILADELPHIA
 Abraham S. Jenks
 Alexander Dallas Bache
 Anthony Wayne
 Avery D. Harrington
 Charles Y. Audenried
 D. Newlin Fell
 East Falls Public
 Ellwood
 Francis M. Drexel
 Francis Read
 George C. Clymer
 George Washington Carver
 Henry C. Lea Elementary
 James Alcorn Elementary
 James L. Claghorn
 James Russell Lowell
 John Greenleaf Whittier
 Public
 John H. Webster
 John L. Kinsey
 John Sartain Public
 Joseph Allison
 Morris E. Leeds Jr. High
 Pastorius
 Robert Morris
 Thomas Junior High
 William Dick
PITCAIRN
 Pitcairn High
PITTSBURGH
 Arsenal Junior High
 Bedford
 Connelley Vocational High
 Fort Pitt
 Franklin
 Hebron
 Hillsdale
 Homewood Elementary
 John M. Conroy Jr. High
 Johnston Public
 Lee
 Park Place
 Philip Murray Elementary
 Pleasant Hills
 Semple
 Spring Hill
 Wightman
 Woods Run
RED LION
 Windsor Township Elem.
ROSLYN
 Roslyn Elementary
SANATOGA
 Lower Pottsgrove Township
SCRANTON
 Charles Sumner
SHICKSHINNY
 Shickshinny-Union Township
 Public Schools
SOUTH HEIGHTS
 South Heights
SUNBURY
 Hill Elementary
 Rohrbach
TIDIOUTE
 Plank Road
TRESCOU
 Bank Township
WILKINSBURG
 Allison
WILLIAMSPORT
 Daniel Webster Elementary

YORK
 Lincoln Elementary
 Madison
 Stevens
South Dakota
SIOUX FALLS
 Bancroft
 Benjamin Franklin
 Edison Junior High
 Emerson
 Eugene Field Elementary
 General Beadle
 Hawthorne Elementary
 Horace Mann
 Jefferson
 Lincoln Elementary
 Longfellow
 Lowell Grade
 Mark Twain
 South Sioux Falls Grade
 Whittier Junior High
 Washington High
Tennessee
DAVIDSON COUNTY
 Amqui Elementary
 Andrew Jackson Elementary
 Bordeaux Elementary
 Dodson
 Donelson Elementary
 Goodlettsville Elementary
 Haynes
 John B. Whitsitt
 John Early
 Julia Andrews
 Julia Green
 Margaret Allen
 Martha Vaught
 Mt. View
 Mount Zeno
 Old Center Elementary
 Providence
 Robertson Academy
 Rosebank Elementary
 Shwab Elementary
 Woodbine
NASHVILLE
 Eakin
 Elliott
 Johnson Elementary
 Washington Junior High
Texas
AMARILLO
 Alice Landergin Elementary
 George Washington Carver
 Elementary
 Glenwood Elementary
 Whittier Elementary
 Will Rogers Elementary
 South Lawn
 McKinley Elementary
 Coronado Elementary
BEAUMONT
 Booker T. Washington
 Fletcher Elementary
 French High
 Lincoln Junior High
 Magnolia Elementary
 Martin Elementary
 Ogden Elementary
 Pipkin Elementary
 Voth Rosedale Elementary
CORPUS CHRISTI
 W. B. Ray Senior High
DALLAS
 David G. Burnet
 Lenore Kirk Hall
 Margaret B. Henderson
 Urban Park
FORT WORTH
 Amanda F. McCoy
 Elementary
 Bonnie Brae Elementary
 Carter Park Elementary
 Circle Park
 Como Elementary
 Denver Avenue Elementary
 Diamond Hill Elementary
 D. McRae Elementary
 Dunbar Elementary, Junior and Senior High
 East Handley Elementary
 G. E. Tandy Elementary
 Glencrest Elementary
 Glenview Elementary
 Hubbard Heights Elementary
 H. V. Helbing Elementary
 James E. Guinn Jr. High
 Mary Louise Phillips
 M. H. Moore Elementary
 Milton L. Kirkpatrick
 Mitchell Blvd. Elementary
 Morningside Elementary
 Ridgela Hills Elementary
 Ridgela West Elementary

R. Vickery Elementary
 St. George
 St. Thomas
 South Hi Mount
 Springdale
 S. S. Dillow Elementary
 Stephen F. Austin
 Wycliff Elementary
MARSHALL
 Pemberton Jr.-Sr. High
MIDLAND
 Sam Houston Elementary
WICHITA FALLS
 Beagan Senior High
 Ben Franklin Elementary
 Bonham Elementary
 Carrigan Elementary
 Crockett
 Fannin Elementary
 Harrell Elementary
 McGaha Elementary
 Sam Houston
 San Jacinto Elementary
 Wichita Falls Senior High
 Zundelwitz Junior High
Utah
OGDEN
 Grant
 Horace Mann
 Lorin Farr Elementary
 Lynn
 Pingree
 Quincy
 Taylor Elementary
 Wasatch
Virginia
HARRISONBURG
 W. ri. Keister Elementary
Washington
PUYALLUP
 Maplewood Elementary
SEATTLE
 North Queen Anne
 Elementary
West Virginia
PLUTO
 Freezeland Mountain
 Elementary
Wisconsin
BELOIT
 Beloit Memorial high
 Burdge
 Converse
 Cunningham
 Gaston
 Hackett
 Lincoln Junior High
 Merrill
 Parker
 Robinson
 Roosevelt Junior High
 Royce
 Strong
 Todd
 Waterman
 Wright
KENOSHA
 Columbus Elementary
 Frank Elementary
 Grant
 Jefferson
OSHKOSH
 Oshkosh Public Schools
RACINE
 Howell Elementary
 N. D. Fratt
 Theodore Roosevelt
SHOREWOOD
 Shorewood Jr.-Sr. High
SPOONER
 Spooner City
WAUPACA
 Waupaca Public Schools
WAUSAU
 Franklin
 Grant
 Lincoln
 Wausau Junior High
Wyoming
CHEYENNE
 Alta Vista
 Fincher Elementary
CHUGWATER
 Chugwater Schools
LARAMIE
 Lincoln
RELIANCE
 Reliance and Stansbury
 School Systems
SHERIDAN
 Highland Park
 John Taylor

Has your community stopped traffic accidents? Well . . .



These Teen-Agers Stopped 'Em!

The story of a novel traffic accident prevention program conceived by the student safety council at this Honor Roll school—a program that brings in the entire community for one night each year...

IT was a night of tense waiting—waiting to hear those sickening words, “There’s been an accident—somebody from Hamilton got hurt.”

The big basketball game between the Hamilton and Middletown, Ohio, high schools was being played in the Cincinnati Gardens 25 miles away. More than 6,000 cars full of excited fans from both Ohio towns had set out on the 50-mile round trip to watch the game and cheer for their team. It’s a traditional battle, and not a building in either of the two towns is large enough to hold the huge crowds who turn out to watch it.

There shouldn’t have been an accident, with all the publicity we’d had for the past several weeks. Newspapers and radio stations in both Middletown and Hamilton had broadcast news about the Rodeo, students had appeared all

over the two towns to urge safety on the night of the game—voluminous publicity had been given the drive. Any traffic accident would be a tremendous blow to both towns, each of whom wanted to have the Safe Driving Cup for the following year.

So the night of the game was a night of waiting. And when midnight came, the game was over, the fans were home, and no Hamilton car had been involved in a mishap involving property damage of more than 25 dollars or an injury or death, everyone from Hamilton breathed a sigh of relief. Hamilton High had won the cup from Middletown in the Safe Driving Rodeo.

The Safe Driving Rodeo is just one of the projects we have inaugurated at Hamilton High School to reduce traffic accidents among our teen-agers. Initiated by the Project Committee of the Hamilton High School Safety Council, it brought two entire communities into the safety effort, made the citizens work at traffic safety so hard, at least during that one night of the year, that there was only one traffic accident. (A citizen of Middletown was responsible for it, so Middletown was charged.)

The Project Committee is a live-wire group in the Hamilton High School Safety Council,

(Continued on next page)



An editorial to promote careful driving back to the home town is always included in the programme of this traditional championship basketball game.

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but it isn't the only group of safety-minded young men and women in the safety council or the school. Our high school's safety council is a busy organization using the talents and services of many students, and we think one of the reasons for its success, over the years, is that there has always been something to do.

Our Council was organized in 1944, and a constitution was drawn up. Since then, this constitution has been revised periodically as revisions became necessary, studied by the entire membership each year at the first and second regular meetings so that all members are acquainted with the formal set-up. Once they know the procedure, they are encouraged to work out their own ideas. The result has been a dynamic program of safety which, in the last two years, has reduced Hamilton High student fatalities by one-half and made the entire student body particularly safety-conscious.

As you can see from the Safe Driving Rodeo, our school council initiates action. It has also proven extremely helpful in coordinating safety activities.

There are six standing committees—Safety Education, Project, Green Pennant, Program, Fire Alarm and Inspection Committees.

You have just seen the results of the Project Committee at work. But their efforts for safety began long before that night of the game. Weeks beforehand, representatives of the Committee met with selected students from Middle-

• • • • • These Teen-Agers Stopped 'Em!

(Continued from preceding page)

A long-standing rivalry between two schools and two Ohio towns was used to make both communities and students compete for one night in careful driving—with amazing results. This is just one of the safety programs at Hamilton High School.

town High to plan the Safe Driving Rodeo as a means of stopping the serious traffic accidents, injuries and fatalities that so often occurred when almost the entire populations of the two towns moved en masse to Cincinnati.

A traveling trophy was to be awarded to the school with the lowest score of traffic accidents for the night. A point system similar to our S-D Day observance was used for scoring: one point for a property damage accident in excess of 25 dollars, five points for a bodily injury and 25 points for each fatality. The contest was to start at 5:30 p.m. on the day of any basketball game involving the two schools, end at 12:01 a.m. the following day. It would include not only student drivers but all adult drivers as well; plus drivers of buses chartered by the respective schools. Any accident involving a liable driver with a Hamilton or Middletown address would be charged to the respective schools. The town with no accidents would win the cup for a year for its high school. In case of a tie, the school losing the ball game would have its choice of which half of the ensuing year it wanted to hold the trophy. Accidents where responsibility had not been fixed by enforcement officials would be referred to an appeals committee of city police and Ohio highway patrol officers.

To publicize the plan, several teen-agers got together and wrote a radio script. Representatives from both schools appeared on radio interviews together in each city. The contest received tremendous publicity in press and radio, with the result that two entire communities were aware of the competition, performed their best to help their local high school with the cup.

The Project Committee of the Hamilton High School Safety Council has carried out other

worthwhile safety projects beside this one—formulation of a “Code for Safe Living,” arranging a tour of local police and fire departments for other Council members—and they are doing a good job. But we have other Safety Council members, who also, on their respective committees are doing a lot for safety.

The Safety Education Committee, for instance, got behind a parent-sponsored dance held after graduation ceremonies, urged their friends to attend and make the dance a success. They supported the dance not only in their personal contacts with friends, but also by arranging an assembly for the entire 450-member senior class, where W. Russell Hicks, director of the local safety council, spoke in an appeal to the young men and women to attend—citing the accidents that have happened when celebrating has been disorganized and wild.

The Fire Alarm Committee performs its job well also. Its members go into action each time there is a fire drill. Each member is assigned one fire box to inspect. He reports its condition to the Council president, who in turn makes a report to the principal.

The Green Pennant Committee is active every day of the school year, whether school is in session or not. These teen-agers scan the newspapers, monitor the local radio station and keep their ears to the ground for notices, reports or rumors of any accident involving a Hamilton High student. If they hear of one—and all rumors of accidents are investigated—it is duly noted. An accurate tally of Hamilton High's accident-free days is kept on a large calendar in the main corridor.

The Program Committee plans the regular meeting programs, recently invited the local Civil Defense Corps to come to a meeting and enlist our help in conducting an evacuation of our building. In the ensuing evacuation, 1,650

By John O. Fry

Principal

*Hamilton High School
Hamilton, Ohio*

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students were removed from the building and marched three blocks away in 12 minutes. Each member of the Safety Council was assigned to a specific job and did it during this trial evacuation.

Our philosophy for safety education at Hamilton High is that no group has “a corner on the market.” We believe safety is everybody's business, and every group and person connected with Hamilton High School should carry the torch whenever the opportunity to do so is presented.

Every department in the school works closely to reduce accidents, both in and around the school. Some of the departments in our school that stress safety right along with the rest of their teaching are:

- ▶ the industrial arts department, both wood and metal-working;
- ▶ the vocational, automotive and machine shop groups;
- ▶ home economics, both sewing and cooking sections;
- ▶ driver education, helpful in emphasizing both pedestrian and motorist safety;
- ▶ art department, which annually sponsors a project on safety posters;
- ▶ distributive education class, which publishes the printed program for the Hamilton-Middletown basketball game that features an article on highway safety sandwiched in with team line-ups and advertisements;
- ▶ athletic department, which is constantly striving to stress safety and good sportsmanship along with fundamentals of the game.

We think our safety program is paying off. We're proud of the fact that we have been listed on the National School Safety Honor Roll of the National Safety Council for the eleventh straight year. And we know that, in spite of our increased enrollments, we're reducing accidents and injuries, and preparing our students for rich, responsible lives●



The coveted cup for the winner of the Safe Driving Roadco is gathered into the arms of Hamilton High School student Cathy Bush, center, as Hamilton assistant principal James K. Kroger, left, and Middletown student Jim Spindler, right, look on.

Youthful Eyes Should Be Protected By Safety Lenses

says **James E. O'Neil**
National Society for the Prevention of Blindness

In upstate New York recently, a youngster's sight was saved when a lead-pot explosion in a school shop coated his safety glasses with molten metal. In South Bend, Indiana, safety lenses cheated blindness for two vocational students within six months. On a playing field in Cleveland, a 17-year-old miraculously came away with nothing more than a "shiner" when a baseball squarely struck his shatterproof lenses. And in St. Louis, safety glasses were good to two young brothers, struck in the eyes with a rock and a paper clip, respectively.

Isolated examples? Hardly. Rather, they are graphic illustrations of the dramatic effectiveness of safety eyewear—both for children who ordinarily wear eyeglasses, and for *all* children working in potentially dangerous environments, such as in the school shop or the chemistry lab.

Eye protection, of course, is not new. An estimated 300,000 eye accidents still occur an-

nually in American industry. But in the last ten years, eye safety programs have been responsible for the saving of at least 10,000 pairs of eyes and millions of dollars in compensation costs alone. Wherever the best examples of industry have been extended to the nation's school shops and playgrounds, the results have been equally impressive.

The National Society for the Prevention of Blindness, which promotes industrial eye safety through its novel Wise Owl Club of America—(each of the club's 10,000 members have actually saved their sight through eye protection)—believes that the slight additional cost of safety lenses is a bargain. They are a *must* for the child who requires visual correction; for others, whether at home, on the playing field or in school, they can spell the difference between a happy, productive childhood—and needless tragedy.

Special Certificate Offered for Fall Prevention Campaigns

"Falls Hurt—Be Alert" is the slogan to be used in the National Safety Council's "National Campaign for the Prevention of Falls," September, 1956, through August, 1957.

The campaign is designed to reduce the high toll of deaths and injuries due to falls. Nearly one-fifth of all accidental deaths today are due to falls. The number of nonfatal injuries due to falls is estimated at more than a million.

As a part of this all-out national effort, the National School Safety Honor Roll program has provided an additional check-list so that schools may have an opportunity to take part in this emphasis. Schools that meet requirements for this special emphasis campaign will receive a *special certificate*.

If deaths and injuries due to falls, are to be reduced, we must educate the child and adult to the factors involved in falls.

Honor Roll schools have already received a copy of this additional check-list. If your school is on the Honor Roll and you have not received your check-list, send your request to Honor Roll Falls Check-list, in care of Ivan L. Eland, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

Available at a small fee, the packet contains data sheets (on subjects relating to falls and

fall hazards in school, at home and on the way to and from school and home), posters and reprints.

Schools which are not on the Honor Roll, but would like to participate in a fall prevention campaign may receive a packet of materials and a check-list by writing Charles French, School and College Division, National Safety Council.

ARE YOU INTERESTED IN APPLYING FOR THE NATIONAL SCHOOL SAFETY HONOR ROLL?

Fill out this form:

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Illinois

Please send _____ sets of National School Safety Honor Roll application materials to:

Name _____

Position _____

School or School System _____

Address _____

City _____ Zone _____ State _____

YOU WILL NEED ONE SET OF APPLICATION MATERIALS FOR EACH SCHOOL INTERESTED IN APPLYING

INTRODUCTION. Competitive athletics for children is an important subject; it is also a controversial one. It is generally agreed that athletic programs for children of all ages are a necessary part of their education and recreation. But there are differences of opinion as to the time in a child's life at which games requiring considerable coordination should be introduced and the extent to which such games should be organized on a competitive basis. Because of this, educators, community leaders in recreation, and particularly parents, often turn to physicians, especially pediatricians, for guidance and direction when they consider the development

We thought you'd be vitally interested in this official policy statement of the American Academy of Pediatrics on the sports needs of all children . . . the effects on physical and emotional health of organized sports competition in the under-twelve bracket . . .

What About Organized Competitive Sports for Children?

of athletic programs. To aid physicians in this advisory role, the Committee on School Health of the American Academy of Pediatrics has summarized its study of the subject.

Age. We are concerned in this statement with the question of competitive athletics for children *twelve years of age and under*. . .

Sex. Published statements heretofore have made little mention of athletics for girls, who constitute about one-half of our elementary school population. A proper program of games and sports is equally essential for girls and boys. The problems of growth and development are even more evident among girls, as some begin, normally, to mature before the age of twelve years. . .

Sports programs which include calisthenics, folk dancing, kickball, baseball, swimming, skating, tennis, golf, archery and similar activities should be encouraged for both sexes.

Competition. Competition has been defined as a contest between two or more individuals striving for the same objectives, but it may also be thought of as an attempt to surpass previous accomplishment singly or collectively. Competition is a natural, healthy process. The young child competes with his associates, with himself, or with his environment. Vying with one another is not only part of our society, but it is an inherent part of the growing, developing child. This inherent competitive drive should be understood and aided to develop normally, not suppressed nor over-stimulated. It can be

developed to better advantage when correlated with the child's physical and emotional growth and development.

Competitive drives should be so directed that when children mature they will have developed a perspective in which competition and cooperation are properly balanced. Athletics become highly competitive and undesirable when the main emphasis is placed on winning; when emotional pressures are applied by teachers, parents and others; and when parental interest goes to the point of expressing concern over winning or losing.

Athletics. Under consideration here are the in-school and extra-curricular programs for pre-teen age children. Athletics are defined as physical activities in the form of competitive and non-competitive sports and play activities. Developmental needs of elementary school children are best met if physical activities are informal and not highly competitive. Athletic competition should be gradually introduced with simple games involving few participants; five small groups are better than one large one. This plan will allow the child to develop early a sense of belonging as well as the experience of pride in accomplishment.

Children in this age group are particularly susceptible to bone and joint injury because the growing ends of their long bones have not yet calcified, and because they do not possess the protection of adult musculature. Such in-

(please turn the page)

Organized Competition (Cont. from p. 35)

jury may result in interference with normal bone growth. For this reason, body-contact sports, particularly wrestling, tackle football, and boxing should be avoided in the sports program. Baseball, a good game in itself, often becomes highly competitive, a tendency that must be guarded against in this age group.

Programs. At present competitive athletic programs consist of the following: 1) those that are part of the regular school curriculum; 2) those outside the school curriculum, but under the community recreation programs; 3) those organized under independent, special interests related to the various sports; and 4) unorganized, haphazard activities.

Provision of a program of suitable games for children of elementary school age requires professionally trained personnel who understand the needs and interests of children. Active community-wide interest and participation is needed. Particularly important is the close cooperation of parents, teachers, recreation leaders and qualified medical advisors. Schools and communities must recognize the dangers of exploitation of programs at any level. They must be alert to recognize the undue motivating pressures of advertising and commercialism in any form. *The pressures which a highly organized competitive sports program place on children far outweigh any possible advantages which such programs may seem to offer.*

Physical Aspects. Boys and girls are children and not "little men" or "little women" and in Nature's own way and time they gradually grow up. With understanding guidance they can reach healthy physical and emotional maturity. The physical maturation process does not have the same chronological curve in all children. Bone, joint, and muscle development shows individual variation.

Chronic fatigue has long been recognized as a factor which can interfere with healthy growth. Differentiation between healthy, transient fatigue and exhaustion which leads to chronic fatigue and other ill effects may not be readily discernible. Exhaustion may lead to physical injury which may be acute and apparent, or non-apparent, but likely to manifest itself at a later time. Ill effects may result from its insidious interference with optimal body functions and so predispose to illness.

Good medical care assumes regular medical examinations, and any additional examinations which may be indicated in the course of the sports or physical education program. One objective of good medical care should be to detect

any ill effects of sports upon the elementary school age child. Another aim should be to detect evidences of need for encouraging participation in these activities. Careful and continuing health observation by coaches and teachers is an important part of a good health program.

Physical fitness is not attained solely by participation in competitive athletics, nor can it be said that physical fitness is necessarily related to degrees of strength and flexibility of certain posture muscles. . . . Muscle testing in groups of children from different countries, likewise, is not a valid estimate of physical fitness or health. These comparisons fail to take into account the many factors which may be involved, such as heredity, rapidity of maturation, local customs pertaining to physical activities and the general interests of children of comparable age groups.

In grade school children, physical fitness can best be achieved not by greatly ballyhooed inter-scholastic or inter-league competition, but by a



program of intramural sports and play activities in which children of both sexes with varying capacities have an opportunity and are encouraged to participate freely. It is important that the various competitive sports are appropriate to the individual differences in children's capacities at successive developmental levels.

Emotional Aspects. All growing children need some regular exercise. This should be a satisfying experience, not a routine chore imposed upon them by unimaginative adult leadership. Too often, however, a satisfying experience is denied children because they fail to "make the team." This may lead to the development of unwholesome attitudes toward both competition and athletics. Other children may be so highly motivated by the prestige of "wearing the uniform" or "winning the game" that their scale of values becomes warped in the process. All children need a sense of belonging, of being wanted, and their acceptance by playmates or adults should not be dependent solely upon success in competitive athletics.

Athletic competition among children produces strong emotional reactions in adults—parents, teachers, leaders, coaches, and even spectators. These reactions in the adults such as undue stress on “winning the game,” undue adulation of the skilled athlete, coercion of the child beyond his ability or interest, all of these may be reflected in the children.

Physicians and educators should be interested in the growth and development, physically and emotionally, of all children. They should help children learn to play for the fun of playing. At the elementary school level programs of physical education should contain many non-competitive, non-athletic activities such as games, stunts, hiking, nature study, etc., as well as team sports in which all children participate. The adult may then experience pride and satisfaction not only in the children's achievements, but in his own participation in and observation of their overall physical, emotional, and social development.

The emotional and social needs of those children who for any reason are unable to participate in competitive athletics may often be met through opportunities for activities associated with sports programs.

Underlying emotional difficulties of various kinds may account for failure of a child to participate willingly in group activities or to gain satisfaction from any sport. After recognition of these emotional problems further medical, social or other studies may be necessary.

Leadership. Proper leadership places the interests and welfare of children first. Guidance within the school program and in recreation programs outside of school activities is of basic importance. Supervision should be through individuals who understand the desires, needs and limitations of growing children. Such leadership will promote wholesome attitudes, encourage good health standards, and play an important role in the planning of proper programs.

Conclusion and Recommendations

1. All children should have opportunities to develop skill in a variety of activities.
2. All such activities should take into account the age and developmental level of the child.
3. a. Athletic activities of elementary school children should be part of an overall school program. Competent medical supervision of each child should be ensured.
- b. Health observation by teachers and

others should be encouraged and help given by the physician.

4. Athletic activities outside of the school program should be on an entirely voluntary basis without undue emphasis on any special program or sport, and without undue emphasis upon winning. These programs should also include competent medical supervision.
5. Competitive programs organized on school, neighborhood and community levels will meet the needs of children twelve years of age and under. State, regional and national tournaments, bowl, charity and exhibition games are not recommended for this age group. Commercial exploitation in any form is unequivocally condemned.
6. Body-contact sports, particularly tackle football, and boxing, are considered to have no place in programs for children of this age.
7. Competition is an inherent characteristic of growing, developing children. Properly guided it is beneficial and not harmful to their development.
8. Schools and communities as a whole must be made aware of the needs for personnel, facilities, equipment, and supplies which will assure an adequate program for children in this age group.
9. All competitive athletic programs should be organized with the cooperation of interested medical groups who will ensure adequate medical care before and during such programs. This should include thorough physical examinations at specified intervals, teaching of health observation to teachers and coaches, as well as attention to factors such as: a) injury; b) response to fatigue; c) individual emotional needs; and d) the risks of undue emotional strains.
10. Muscle testing is not, per se, a valid estimate of physical fitness, good health.
11. Participation in group activities is expected of every child. When there is a failure to do so, or lack of interest, underlying physical or emotional causes should be sought.
12. Leadership for young children should be such that highly organized, highly competitive programs would be avoided. The primary consideration should be a diversity of wholesome childhood experiences which will aid in the proper physical and emotional development of the child into a secure and well integrated adult●

*Committee on School Health,
American Academy of Pediatrics*

In fire drills, civil defense, it's

Ten-Year-Olds To the Rescue!

WOULD you ever expect a Civil Defense program to spawn a system of fifth grade "junior fire marshals" in an elementary school?

Well, it did at our school—Lake Como Elementary, in Orlando, Florida.

Three years ago, as a part of our civil defense program, we prepared ourselves for a complete evacuation of the school by automobile to an outlying area. Plans for the evacuation had barely begun, however, before we realized that busy teachers would need help checking rooms to see if every one was out, and also in loading cars safely and with dispatch.

We considered using students as "marshals," giving them these additional responsibilities which would be a big help in evacuating the building, yet the best of training in responsibility and reliability. We chose fifth graders because they were more dependable than the younger children, could accept responsibility and perform well—and, if we had another civil defense drill the following year, these youngsters could serve as a trained group, either as marshals again or alternates.

When our evacuation drill was held, they did not disappoint us. Our fifth grade "marshals" performed their jobs well, and the evacuation was successful and without accident.

It was then we decided to make the marshals a permanent part of the emergency team, to call them "junior fire marshals" and to give them an important job in checking for fire hazards in school as well as in fire drills.



By Davida Caldwell

**Fifth Grade Teacher
Lake Como School
Orlando, Florida**

Inspecting their school for fire hazards, which they will later report to the principal, are these two fifth grade junior fire marshals.

Now we work with a council of junior fire marshals elected from the good citizens of the fifth grades. The junior fire marshals are sponsored by a fifth grade teacher, the number of them determined by our needs.

Every Monday morning of the school year, two junior fire marshals inspect the plant for fire hazards and turn in a report to the principal's office. In turn, the principal and custodian work together to remove any fire hazards reported. Follow-up inspections are made by the junior fire marshals on Friday, and the report of inspections and corrections is sent to the Orlando fire chief.

How do the children know what to look for in their weekly inspections of the building? A representative of the city fire department makes a school visit every fall to instruct the group as to what constitutes a fire hazard and how to inspect the building.

At Lake Como, we hold two fire drills each month. When the fire bell sounds, each junior fire marshal goes to his appointed area and marches out with the group from that area. We use two fire marshals for each of the first and second grade wings, one each for the upper grade wings (series of four rooms), one for the lunch room and adjoining library, one for the auditorium and two for the clinic (to handle stretcher cases, if necessary).

Each marshal checks to see that the area is clear and that the group under his supervision passes out and returns in good order. *As each child has only one or two points to check, he is not endangering himself by slowing up when the building must be emptied in a hurry.*

At no time does the junior fire marshal act as disciplinarian. He observes and takes his report to the teacher in case a correction needs to be made. After each fire drill, the reporter gives the student body a brief evaluation over the public address system.

The junior fire marshals still play an important part in our civil defense drills. During such drills, they check rooms which are not under adult supervision—one marshal to each one or two rooms, of course.

When officers of our junior fire marshals graduate into the sixth grade, they are still "on call" as alternates, giving us a trained group ready to make substitutions—and to start the program on its way in the fall before the new marshals have had their training.

As you can imagine, students are enthusiastic about the junior fire marshals. And, we, too, know from experience that this program is invaluable as a means of instilling self-control, safety-consciousness, tact and reliability. ●

OCTOBER 1956

Lower Elementary

safety lesson

Halloween Safety



Sketch S-0863-A

Which is the safe way to light the jack-o-lantern?

Write the word "safest" next to the safest jack-o-lantern, the safest costume and the safest decorations.



Which is the safest way to decorate
Why?



Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each. Lower prices for larger quantities. Printed in the U.S.A.

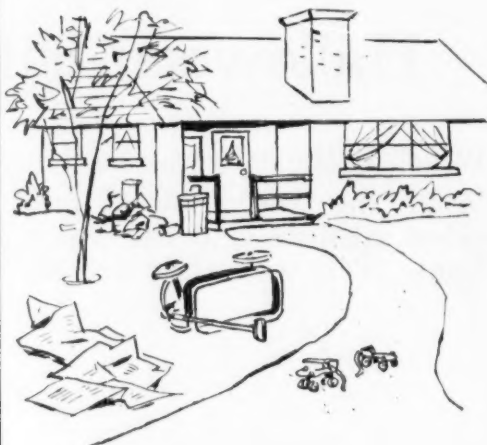
Safe at Home

Make rules about
burning leaves



Should a child be alone
when leaves are burning?

Make rules about
a safe yard



How can our kitchen
be made safer?



Draw the handles
turned the correct way

What are safe
things to play with?





Sketch S-0863-A

OCTOBER 1956

Upper Elementary



safety lesson

Fire Prevention

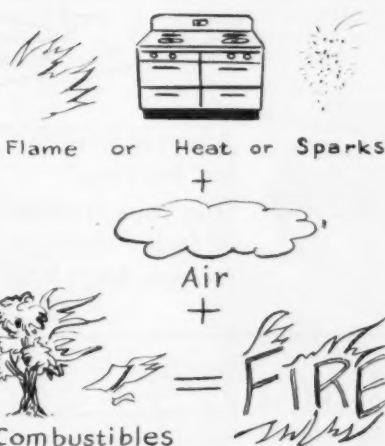
Visit the fire station



Learn about the work of the forest ranger



What fire needs to burn



1. Make posters for Fire Prevention Week and put them up in your classroom.
2. Write the directions and route you follow when you have a fire drill.
3. Learn how to operate a fire extinguisher.
4. Learn where all exits in school are located.

Draw a circle around the names of each substance which will burn readily:

wood

soil

clay

coal

oil-gas

pottery

tin

fibre

cellophane

salt

water

rubber

leather

mica

stone

cloth

paper

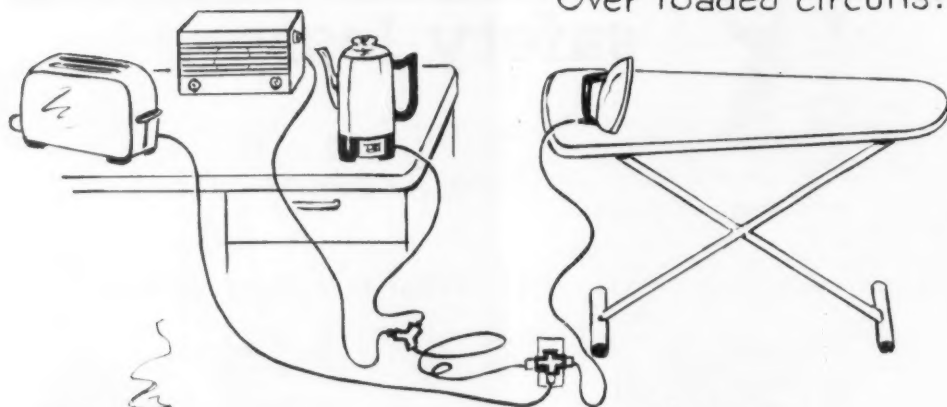
asbestos

Answers to substances which will burn readily: wood, coal, oil-gas, fibre, cellophane, rubber, leather, cloth, paper.

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Boys and girls may help protect their homes from fire by helping in inspection

Over loaded circuits?



Are cigarettes left burning?
Has your mother or father emptied the ash trays?



Are there smouldering matches in the wastebasket?

Are curtains blowing across the flame on the stove?



Are leaves burned in a wire container with a cover on it?



Ask your parents to help you find out how safe your home is.

1. The fire alarm box nearest my home is located _____.
2. The phone number of our fire department is _____.
3. We report a fire by dialing this number _____ and telling the location of the fire.
4. The electric cords in my home are in good condition _____, fair condition _____, poor condition _____. (Check the answer)

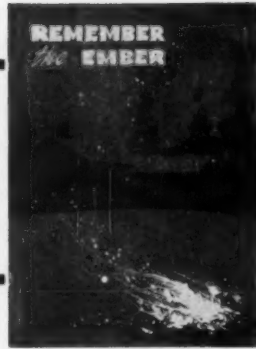
Write yes or no in the space after each question.

1. We can walk through exits without falling over toys and furniture. _____
2. Greasy, oily rags are kept in a covered metal can. _____
3. The attic and basement are free from rags and rubbish. _____
4. All cleaning fluids and pastes in our house are guaranteed to be non-flammable. _____
5. The yard and alley around our house is clear of leaves, rags and rubbish. _____

Junior High School

SAFETY LESSON

FIRE



Sketch S-0864-A

Remember the Ember

Look at the poster picture. What are some of the dangers involved? With the wind blowing toward the house and the pine tree forest, one ember from the still smoldering pile of leaves could cause considerable damage. Dry pine needles un-

der the pine trees are highly flammable. Pine trees contain turpentine which could cause a spark to burst into flame. Dangerous scene, isn't it? Yet will not similar scenes be duplicated this month when many people will be burning leaves or rubbish?



How Can We Stop "The Flame"?

"The Flame," a symbol of uncontrolled fire, is a sly, sneaky character who can materialize from the least expected places. He is always present in well-regulated fires—just waiting for someone to make a mistake so he can take over. He is present in the home, in school, on the highways and in the woods. What are some of the ways we can stop him? If you know some of the safety measures for fire prevention, you might be able to put "The Flame" where he belongs—out! Let's take a look at some of the major fire problems and see what we can do about them.

Forest Fires

Last year, many thousands of acres of good timber were burned because of carelessness. Better than ninety per cent of the fires could have been prevented. Let's find out what we know about prevention of forest fires by writing a safety rule for each of the following in the line provided. Remember—just as they apply to forest fires.

1. Cigarette stub and Sunday drive.

2. Camp fire and pail of dirt.

3. Thick pine forests and no "firebreak."

4. Glass jug of drinking water standing in the sun on newspaper.

5. Sparks from chimney of a hunting lodge.

6. Tall dry grass in an open field.

7. A brush fire on a windy day.

Check with your science and agriculture teachers, fire rangers or local fire department for additional ideas in regard to common forest fire hazards and rules for prevention.

Prepared by Dr. Vincent McGuire, Assoc. Prof., Continuing Education, Univ. of Florida, Gainesville, Fla. Published by School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each, lower prices for larger quantities. Printed in the U.S.A.



Suggested Project

After you have obtained ideas on how to prevent forest fires, organize into committees to patrol your community area in order to check on hazardous conditions. Report such conditions to the forest rangers or to your local fire station. Keep an area map in your classroom with a place for each committee to report periodically on its patrol. During a rainy spell the number of patrols might be greatly reduced. During a dry spell it might be wise to have a patrol every day.

Patrol No.	Area	Date	Report
1	A	10-3	_____
2	B	10-3	_____
3	C	10-5	_____
4	D	10-5	_____
5	E	10-5	_____

Write letters to students in neighboring communities to see if they will join you in your campaign against forest fires. Or your student council might call a regional meeting for a united county or even state effort by students.

Devise a "master map" of the area being covered by each school and see which school can make the best record for fire prevention.

Check the number of acres burned during October, 1955, the average amount of rainfall, and other related conditions. Then do the same for this month. If your record is far better this year, write a report for your state governor and tell him about your project and how it's working.

Home Fires

Listed below are ten "dangerous couples." Separately, they are innocent and harmless. Put them together and they become killers! In the space provided, write the reason why both items are dangerous together.

1. Vacuum cleaner bag and house furnace.

2. Oil mop and a closet.

3. A penny and a fuse box.

4. A house space heater and wood paneling.

5. Stacks of paper and the attic.

6. An open container of gasoline and a woolen rug.

7. An open fireplace and a rug on the hearth.



8. "Strike-anywhere" matches and mice in the attic.

9. Cloth pot-holders and the kitchen stove.

10. Electric socket and kitchen drain.

11. Electric iron and a ringing telephone.

12. A lighted candle and a dark clothes closet.



Answers: 1) Never empty a vacuum cleaner bag into the furnace—dust explodes. 2) Oil consumes oxygen in the air, thereby raising the temperature of the oil—result: spontaneous combustion.

3) Never use a penny to replace a fuse—the penny will permit the house electric wires to become overloaded and over-heated, and the current will by-pass the fuse (safety valve). 4) Constant heat will lower ignition point of wood. 5) Spontaneous combustion. 6) Walking across or rubbing a wool rug will generate a spark of static electricity which will ignite the fumes.

7) Sparks from fireplace will ignite rug. 8) Mice could nibble on matches and ignite them. 9) Don't hang them above stove, because they may ignite from rising heat. 10) Be careful when washing dishes that you don't plug a machine in with wet hands. 11) When the phone rings, unplug the iron and stand it upright. 12) Don't use a candle in a clothes closet—a flimsy scarf hanging down will ignite immediately.



Make a Home Survey

Have each member of the class make a survey of fire hazards in his home. Appoint a committee to summarize the hazards. Report your findings to your parents on mimeographed reports.

The report might start as follows:

Dear Parent:

The _____ grade class has made a survey of fire hazards in each student's home. The results are as follows:

Item	No.
frayed electric cords.....	18
oily rags in closet.....	6
overloaded electrical circuit.....	8
etc.	

After the report has been made, each student should then attempt to correct the hazardous situations in his home and report his action to the class by an oral report.

OCTOBER 1956

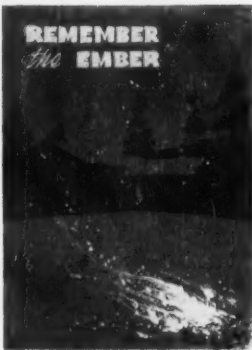


Senior High School

SAFETY LESSON

FIRE

REMEMBER
the EMBER



Sketch S-0864-A

Know the Facts

Do you think the poster picture is an imagined scene? Do you think that house and forest fires are things that happen only once in a while? Think again! According to insurance company records, today—the day you are reading this—approximately 1,300 homes will catch on fire. And 1,300 homes will catch on fire tomorrow, and the next day, and every day this year. Your local papers are currently carrying the news about the thousands of acres of good timberlands burned thus far this year. The total burned acreage for the entire United States will run into the millions. Perhaps you think that fire prevention is primarily a man's job. It's not! It's everyone's job. In fact, women probably have more to do with home fires than do men. Whenever women misuse gas or electricity at home, they are creating a fire hazard. Because they are home about ten hours more per day than their husbands, they discover more fires than men do.

Are you carrying on a fire prevention program in your home now? Would you know what to do in case of fire?

Do You Know?

The best method for saving people from fire is by *prevention*. But if fire occurs you should know what to do. Test your readiness in both phases.

Directions: Write Yes or No in the space provided.

1. Is there a fire extinguisher in your house? _____
2. Is the fire department telephone number by your house phone? _____
3. Do you know where the nearest fire alarm is to your house, or if you live in the country do you have at least 100 ft. of garden hose readily available? _____
4. Do you have planned "escape routes" in your home in case of fire? _____
5. Is there a regular inspection to determine and correct fire hazards in your home? _____



Directions: Fill in the blanks.

6. List five fire hazards that are usually found in the home
(A) _____
(B) _____
(C) _____
(D) _____
(E) _____
7. Describe briefly but specifically why home fires often start in the walls of the house _____

8. If a fire occurred in your house, how long would it ordinarily take the fire department to reach you; or, if you live outside the city limits, will the fire department respond to your call and will it cost you anything for the service?

Prepared by Dr. Vincent McGuire, Assoc. Prof., Continuing Education, Univ. of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, six cents each, lower prices for larger quantities. Printed in the U.S.A.

9. Why is carbon tetrachloride considered less desirable for putting out a home "Class A" fire (burning wood, fabric or rubbish) than water? _____



10. A type "B" fire consists of burning oil, grease, gasoline, or gas. What ordinary kitchen ingredient is particularly effective for putting out this type of fire? _____

11. Type "C" fire is an electrical fire. What ordinary kitchen ingredient is effective in putting out this fire? _____

12. If you awaken at night and smell smoke, should you open your bedroom door if it's hot or leave it closed? Why? _____

13. If cotton or wool fibers (such as bed clothes) are heated to 700 degrees fahrenheit, they will burn. When they burn, what deadly gas will be produced? _____

14. List at least five electrical appliances you have in your house that could cause a fire through faulty wiring of the appliance.

- (A) _____
(B) _____
(C) _____
(D) _____
(E) _____

(Answers in next column)

Forest Fires

Not all the fires occur in the home. The trash fire burning in the poster picture could easily start a forest fire. What are some of the forest fire hazards in your community?



What are some of the factors that should be considered when trying to develop a forest fire prevention program? Write in the reasons for analyzing each of the following factors:

- Season of year _____
- Amount of rainfall _____
- Area of brush connecting residential area and woods _____
- Type of recreational activity in your community _____
- Amount of traffic on roads bordered by brush _____

Check Your Record—and Improve It!

Check the forest fire record of your state. Find out information such as: the number of acres of timberland burned each year for the last five years; the number of acres burned thus far this year; how your state ranks with the others in regard to forest fires; what fire prevention program is being carried out in your state.

After finding all the information you can, make a survey of your community. Develop your own fire prevention program. Get other schools in your community to cooperate. Develop a "fire map" for crucial areas. Organize fire patrols in conjunction with boy scouts, forest rangers, and other interested groups.

After your program is functioning, write the governor and inform him of your work. Make sure you give him a complete report in regard to such things as: previous forest fire record, current record, your preventive measures, and any recommendations you may have.



Answers: (Do you know?)

If you have a "No" in the first five, you'd better get busy.

- (a) overloaded electric circuits
(b) careless use of matches
(c) faulty wiring on household appliances and lamps
(d) oily rags piled in a closet
(e) attic full of newspapers (and many others)
- Overloaded wires short circuit;
- Find out—now!
- Because
(a) it isn't as effective as water on a Class "A" fire.
(b) carbon tetrachloride fumes are not only irritating, but they are very poisonous to the system.
- and 11. baking soda.
- Leave it closed—it can protect you from gases in a fire.
- Carbon monoxide.
- Toasters, TV, electric blankets, deep freeze, lamps, etc.

Answers: (Forest Fires)

- Dry leaves in autumn are more dangerous than green leaves in Spring.
- Lack of rain raises possibility of fire.
- Brush can make a "fire path" from home to forest which can be dangerous; however, a "fire break" is good insurance against spreading fire.
- If there is much camping and hunting, chances of fire increase.
- Cigarette butts thrown from cars can cause fires.



Parents ~~WANT~~, demand
a WELL EQUIPPED
Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts
Caps, Helmets
Badges
Arm Brassards
Emblems

Raincoats
Capes
Caution Flags
Merit Awards
Boots & Overshoes

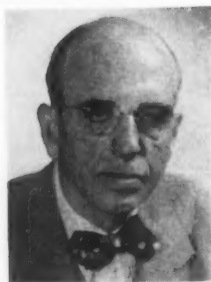
Corporal Digbys
Trafficcones
School Warning Signs
Traffic Control Signs
Other Items

WRITE FOR OUR LATEST CATALOG

GRAUBARD'S

"America's Largest Safety
Patrol Outfitters"

266 Mulberry St. Newark, N. J.



Sidney Williams

Sidney Williams, dean of the traffic safety movement, dies . . .

Sidney J. Williams, 70, dean of the traffic safety movement in the United States, died recently.

Mr. Williams actively directed the National Safety Council's traffic safety work from its inception in 1924 until his semi-retirement in 1950. Since 1945 he had been assistant to the president of the Council.

As a recognized national authority on traffic safety, he won three major honorary awards for his services in the conservation of human life. He had been an advisor to presidents of the United States, to Congress, and to federal agencies on safety matters. He wrote several books and articles on safety and lectured widely to the public and to professional groups at universities. He worked tirelessly behind the scenes on many committees, professional societies and code associations.

Mr. Williams was born in Milwaukee. He received two degrees from the University of Wisconsin and became chief engineer of the Wisconsin Industrial Commission. In 1918 he joined the National Safety Council and took charge of the Council's traffic safety program when it was launched in 1924.

"back the attack" in December . . .

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Last year's holiday traffic toll was a record breaker, and monthly scores so far this year indicate a new yearly high for 1956. It is believed, however, that reversal of the holiday

BULL

season toll can be effectively accomplished in a month-long program in which officials, traffic safety organizations and the public make a united drive on the major causes of holiday traffic accidents . . . excessive speed, drinking, darkness and pedestrian errors.

Planning and promotional aids to help communities and states activate a strong December program will be made available through a special issue of PUBLIC SAFETY magazine and an enlarged December Operation Safety kit.

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Stopping distance requirements for various vehicles traveling at different speeds have now been standardized in a National Safety Council Public Safety Memo, "Brakes and Stopping of Motor Vehicles."

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The new figures have been incorporated in Public Safety Memo #22, single copies of which may be obtained from the National Safety Council.

Garments for men and boys which offer protection from night traffic hazards as well as winter cold are being marketed this fall. Made of wool tweed fabric containing reflective yarn, the garments are visible at night only under headlight beams, look perfectly normal otherwise and in daylight. Below: Clothes by night.



ETINGS WILLIAMS, DEAN OF TRAFFIC SAFETY, DIES ETINGS

Resolution of Appreciation Adopted . . .

The following resolution was adopted by the NSC Board of Directors at its June 21, 1956 meeting:

Since 1946 the Advertising Council and the National Safety Council have joined forces in the conduct of the "Stop Accidents Campaign," which, throughout these years has been one of the major factors in the national safety movement.

The success of this campaign has been made possible by American business—the advertisers and media which have contributed the space and time for safety messages. The Advertising Council has provided the opportunity and the coordination for this great public service program. The National Safety Council has made funds available for the actual cost of materials used in the campaign, but not for the talent, space and time, which has all been donated.

In consideration of these facts, the Board of Directors of the National Safety Council hereby expresses its sincere appreciation to the Advertising Council, and to the advertisers and media represented by the Council, for the tremendous contribution which the "Stop Accidents Campaign" has made to the saving of lives and the prevention of injuries; and expresses the hope that this cooperative effort may be continued in the years to come, with ever-increasing effectiveness.

rules for contests . . .

Anyone who wants to have a contest in the public schools of Richmond, Virginia, must conform to the following rules, says E. W. Mooney, public relations director.

First, the central office will screen contests in terms of sponsoring organization and general suitability for school use. Each principal will decide whether the contest is suitable for that school, and participation will be voluntary.

Second, contests will generally not be considered a part of the school curriculum, but may be used by teachers in the school program if the teacher feels that the contest is appropriate to the work of the class.

Third, the contest should not seek to assume any teaching function or infer a deficiency in school instruction on the subject presented. The purpose of the contest should be to provide pupils with an interesting occasion to apply the school instruction they get.

Fourth, teachers will not be asked to supervise the contest.

Fifth, the principal responsibility of the school is to announce the contest to pupils.

Sixth, the pupils will participate in contests on an entirely voluntary basis.

Delaware pushes school bus safety . . .

A short, three-act play which stresses safety on the school bus, and, co-incidentally, highway safety, has been distributed to elementary schools by the Delaware Department of Public Instruction. Says the department: "Along with our driver education clinic for school bus drivers and school assembly programs, we are trying to get the local schools to carry on programs which will aid us in promoting safety on the school bus."

In the first act, the children fail to observe some of the common rules of safety and manners on the highway and on the bus. A police officer instructs them in proper methods.

The two subsequent acts point out the transition the children make in their safety endeavors. A classroom meeting is held and the police officer, along with the bus driver, report the careless conduct of the children to their teacher. It is suggested that a school bus safety patrol be formed to assist the driver in maintaining order. The duties of the safety patrol, taken from the National Safety Council handbook, are read to the class by the police officer, and members of the class are chosen as patrol members.

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Views AND REVIEWS

By Nancy Blitzen, Editor, National Directory of Safety Films, National Safety Council

THOSE schools wishing to interest their community in a bicycle safety program will find a Johnson and Johnson-sponsored film *Play It Safe* helpful for showing before PTAs, church groups and civic clubs. The production features "Red" Barber, well-known sports commentator, as narrator. Barber tells the story of how one community solved its bicycle accident problem after the school athletic instructor decided something had to be done about careless bike riding practices. The cooperation and active participation of the school board and PTA was solicited, and from there, the problem of getting the students interested was tackled. How the program was handled and carried out and its ultimate success make up the rest of the film.

The film is in color and runs 27 minutes. It is cleared for use on television and may be obtained on a loan basis by contacting Johnson and Johnson, Public Education Department, New Brunswick, New Jersey.

A very good film about artificial respiration has come out of Canada. Entitled *No Time To Spare*, it gives instructions on how to use the back-pressure arm-lift method of artificial respiration officially adopted by the American Red Cross, the U. S. Navy, Coast Guard and other organizations, as the best means of restoring breathing in cases of drowning, electric shock and asphyxiation.

Aside from basic instruction, the film shows the application of this technique on a victim. Those giving the treatment are not pictured as professionals, but average people knowing the method and happening on the scene. The film also shows how to use the method on small children and babies, a point not included in other films on the subject.

The production is in color and runs 11½ minutes. It is cleared for television and was sponsored by the Life Insurance Companies of Canada. In Canada, prints may be obtained by contacting The Canadian Life Insurance Officers' Assn., 302 Bay Street, Toronto, Ontario. Loan prints are available from Regional National Film Board offices.

In the United States, prints are available from International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago, Ill., for rent and purchase.

Several changes and corrections should be noted in film descriptions appearing in the 1957 NATIONAL DIRECTORY OF SAFETY FILMS. The first deals with rental distribution of films produced by the National Film Board of Canada. They may be obtained in the U. S. from Contemporary Films, Inc., 13 E. 37th St., New York 16, N. Y., or Wm. M. Dennis Film Libraries, 2506½ West 7th St., Los Angeles 57, California. Those films available for rent from the International Film Bureau, Inc., may still be obtained through them.

On page N-40, Section 65, *General Interest* (Traffic) the availability reference for the film *Crash Research* is incorrect. It should read (TV) 159-ac rather than ab.

On page N-43, Section 73, *Firearms* (Home), delete the source number and availability code 121-b from the film *Shooting Safety*. The Oregon State System of Higher Education no longer has the film available.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen	\$5.00	Lots of 50	28c each
Lots of 25	30c each	Lots of 100	25c each

SIGNAL FLAGS—12x18 inches

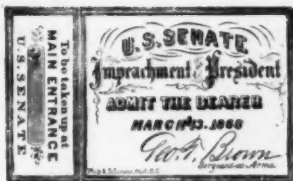
Red cotton bunting, white lettering, "SAFETY PATROL."	
Per dozen	\$4.00
Less than dozen	\$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 56 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

**"I looked down
into my
open grave"**



"MR. SENATOR ROSS, HOW SAY YOU?"

In the deathly silence of the Senate chamber, the freshman Senator from Kansas looked down, as he put it, into his own grave.

On deliberately trumped-up charges, the bitterly fanatic leaders of Ross's party were trying to vote President Johnson out of office—because Johnson stood between them and their revenge on the defeated South.

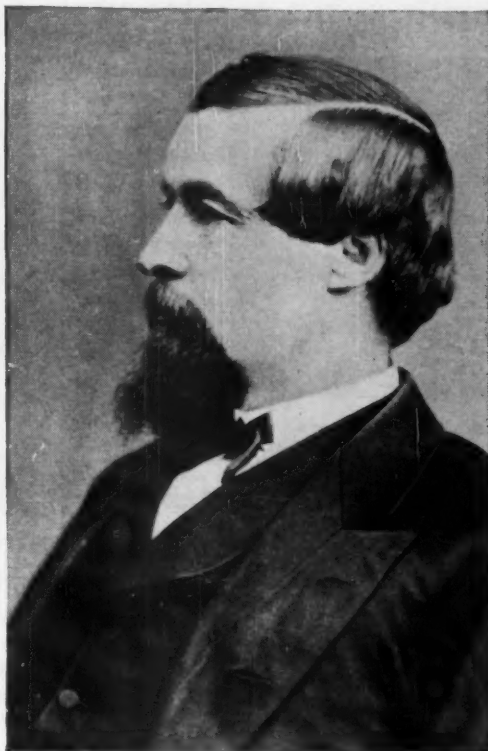
Ross, they knew, also disliked Johnson and wanted to punish the South. But, taking no chances, they had warned him to vote "guilty" or face political suicide.

And now, on that historic May morning in 1868, the verdict had come to hang completely on his vote. First faltering, then loudly, he gave it: "Not guilty!"

That was sheer moral principle speaking. Edmund Ross refused to join a move he thought would wreck the historic powers of the Presidency. For this, he lost his future, lost his good name, and saved for himself only what he had saved for everyone: our democracy.

Into the whole fabric of American democracy is woven the steel-tough moral fiber of men like Edmund Ross. Braver even than battle courage, it has helped America become strong in many ways. So strong, that, today, one of the world's greatest guarantees of security is U.S. Savings Bonds.

For it is not American principal, but American principles, that back these Bonds. So, for yourself and your country, invest in United States Savings Bonds regularly. And hold on to them.



It's actually easy to save—when you buy Series E Savings Bonds through the Payroll Savings Plan. Once you've signed up at your pay office, your saving is done *for you*. The Bonds you receive pay good interest—3% a year compounded half-yearly when held to maturity. And the longer you hold them, the better your return. Even after maturity, they go on earning 10 years more. So hold on to your Bonds! Join Payroll Savings today—or buy Bonds where you bank.

***Safe as America -
U.S. Savings Bonds***



The U.S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.

"PARKING IS NOW TAUGHT IN THE CLASSROOM"



A 16 mm sound film specifically designed to teach students the ABC's of parking correctly. It does this simply and easily, with the result that many students are able to park in their first attempt.

Some of the features portrayed in the film are: (1) a full classroom demonstration; (2) a complete street demonstration and (3) the proper use of a modern Portable Parking Board. Every driving instructor will appreciate a print of this easy-to-understand film for his school. Educators rate its teaching value highly.

16 mm Sound - \$50.00

(Running time 11 minutes)

Also Available on a Rental Basis

We are the distributor of the Parking Board

BOND SAFETY PROJECTS

Room 101, 542 Calle Santa Rosa

Palm Springs, Cal.

SAFETY PATROL RAINCOATS



With Distinctive
PATROL EMBLEM

High Visibility YELLOW Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• PATROL SUPPLIES

Patrol Badges, Belts, Arm-bands, Flags, Headwear, Footwear.

• CROSSING GUARD

Raincoats, Stormcoats, Headwear, Belts and Badges.

Samples on Request

WRITE FOR SAFETY
PATROL BROCHURE

Conney Products Co.

FOND DU LAC, WIS.

Is Your School Building Fall-Proof?

(Continued from page 3)

ties, whereas others must be controlled by careful supervision.

In planning shower facilities, provision for a drying space (and insistence on its use) will prevent water being deposited on the locker room floors. This will eliminate a slippery condition which often leads to bad accidents. Proper location of drains and sloping of floors in shower and drying rooms can eliminate the necessity for curbs, a source of tripping.

Choice of floor tile in shower rooms should favor a non-slipping tile. Combination soap-grab bars (or grab bars only, if soap dispensers have been installed) give the students support and surer balance under the shower.

Gymnasiums. Gymnasium and playroom floors, by the nature of their use, can be a source of many types of falls, in physical education and interschool games, and in social activities, such as dancing.

For physical education and interschool sports, it is important that the floors be non-slippery. Proper maintenance can assure this. In preparation for dancing, there is always a temptation to overprepare the floors by applying too much wax. Corn meal mixed with linseed oil is a simple and effective method of making the floor satisfactory for dancing. The mixture is spread sparingly at the entrance of the room only, so that those who enter get a little on the soles of their shoes. After the dance the mixture should be removed by means of a push broom.

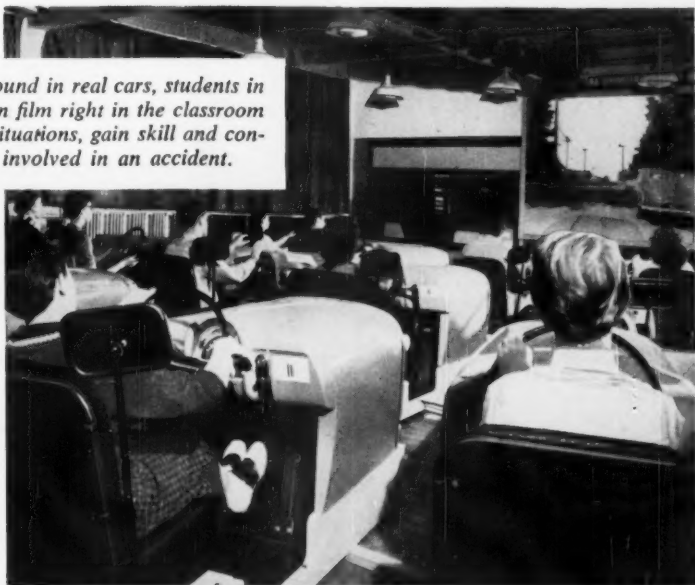
It is rare, but still too common, to find a basketball goal located at the center of the gym floor just over an entrance to the gym. This brings up a danger that boys will crash into people coming in the door, and, in falling, will injure themselves—as well as the people entering the gym. Good planning would place the goal and the gymnasium entrance as far apart as possible.

Corridors should be clear of all fixed and movable obstructions. It is particularly important that playrooms be clear of obstructions such as pilasters, ventilating ducts, pipes and radiators as pupils playing games are naturally careless and may not notice them. These obstructions can be the cause of painful falls.

It is frequently customary to build high storage cabinets which both teachers and pupils are unable to reach from a standing position on the floor. When such storage lockers must be built, an attached ladder which can be moved to a convenient and safe position below the shelves should be built.

Using instruments and controls found in real cars, students in the Aetna Drivotrainer meet — on film right in the classroom — a wide variety of emergency situations, gain skill and confidence with no danger of being involved in an accident.

*Now —
train more
student drivers*
with no increase
in staff... and
at lower cost
per pupil with



THE AETNA DRIVOTRAINER

The demand for driver training in high schools is continually increasing — in some states has been made mandatory. Educators planning expanded driver training programs face critical problems in high costs and lack of available teachers.

A growing number of schools has found the answer in the Aetna Drivotrainer. Because it brings behind-the-wheel training right into the classroom, the Drivotrainer makes it possible for a typical school (see box at right) to train up to 50% more students without increase in staff — and at a substantial saving in cost per pupil.

Better Attitudes

Equally important is the fact — demonstrated in controlled research studies — that Drivotrainer instruction has proved to be superior in developing good driving attitudes. And it provides the one completely safe way to give actual practice in meeting road emergencies without any risk of accident.

For more detailed information on the Aetna Drivotrainer — and copies of the studies made by the Los Angeles City School Safety Section and Iowa State Teachers College, just fill in and mail the coupon at right.

AETNA CASUALTY
AND SURETY COMPANY
Affiliated with Aetna Life Insurance Company
Hartford, Connecticut



A COMPARISON

In a typical school, with a 180-day year, following recommendations of the National Conference on Driver Education for 6 clock hours of on-the-road training.

When 12 clock hours in a 10-place Drivotrainer are substituted for 3 of the 6 hours of on-the-road practice.*

4	Teachers Required	4
4	Practice Cars	3
—	Drivotrainer	10-place
400	Students Trained per year	600
\$21,600	Annual Cost**	\$22,950
\$54.00	Cost Per Student	\$38.25

*Many leading insurance companies now permit the substitution of Drivotrainer instruction for on-the-road training on this basis to qualify for automobile insurance rate reductions.

**Includes maintenance of cars and Drivotrainer, and amortization of cost of Drivotrainer on a 10-year basis.

Public Education Department SE-6
Aetna Casualty and Surety Company
Hartford 15, Connecticut

Please send me a copy of the Condensed Report on the Los Angeles and Iowa Studies and additional information on the Drivotrainer.

Name

Title

Address

City State



- * for the newest ideas in school safety . . .
- * for real help in improving *your* school's safety program

attend the

SCHOOL and COLLEGE SESSIONS of the NATIONAL SAFETY CONGRESS

*THEME: Achieving Safety Education for Children and
Youth in School, College, and Community*

MORRISON HOTEL, CHICAGO
October 22-26, 1956

For full information write to Dr. Wayne Hughes, Director of the School and College Department
National Safety Council, 425 N. Michigan Ave., Chicago 11